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Examining Opinions and Perceptions Regarding Substitute Teachers and
Their Impact on Student Learning

by
Lodoumgoto Bekingalar

An Applied Dissertation Submitted to the
Abraham S. Fischler School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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2015

Approval Page

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Statement of Original Work

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I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

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Abstract

Examining Opinions and Perceptions Regarding Substitute Teachers and Their Impact on Student Learning. Lodoumgoto Bekingalar, 2015: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler School of Education. ERIC Descriptors: Substitute Teachers, Part Time Faculty, Teacher Collaboration, Professional Development, School Culture

This applied study was designed to explore the opinions and perceptions of classroom teachers and school administrators toward substitute teachers in an urban religious school located in the mid-Atlantic United States. The researcher also investigated how these opinions and perceptions impacted the school's culture and students' learning abilities.

The theoretical framework of the study was based on the social cognitive theory, which is based on the reciprocal causality that a strong sense of collective efficacy enhances teachers' self-efficacy beliefs, whereas weak collective efficacy beliefs undermine teachers' sense of efficacy and vice versa. Self-efficacy and collective efficacy shape the normative school environment in which teachers work and students can perform. Three research questions guided the present study:

1. How do opinions or perceptions of substitute teachers from classroom teachers, school administrators, and district personnel affect the substitute teaching process and student learning continuity?
2. What methods of collaboration and strategies can classroom teachers, school administrators, and district personnel use to enhance substitute teachers' efficacy?
3. How could the professional development of substitute teachers improve instruction?

This study used a qualitative approach that involved surveys and interviews as instruments to collect data. The study sample consisted of available regular classroom teachers, substitute teachers, and administrators from the research site. Traditional methods were used to analyze and synthesize the collected data. The validity of the findings was ensured through member checking, peer review, and triangulation.

Findings revealed that the leadership at the target institution has a philosophy and practice of integrated and comprehensive services both for substitute teachers and regular staff in the school system. Therefore, the general opinions and perceptions of the school administrators, classroom teachers, and substitute teachers about substitute teaching remain positive. That means substitute teachers are fully integrated into the target school system. Relationships between permanent staff members and substitutes also remain positive in that institution.

The productive teaching and learning process takes place when substitute teachers are in charge of the classrooms and their contributions positively impact the students continuing learning. These outcomes may contribute to the improvement of the views and practices of education policy makers, school leaders, classroom teachers, curriculum department, support staff, students, parents, community members, and school partners about substitute teachers and integrate their value into the school system toward the learning continuity of students.

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Chapter 1: Introduction

Statement of the Problem

There is an ongoing problem concerning the role of substitute teachers and how full-time teachers, staff, and students perceive them. Negative opinions or perceptions of substitute teachers by school staff and students in the educational system negatively impact substitute teachers. Substitute teachers are stabilized configurations with a position that represents “discontinuities, ruptures, and cracks in history” (American Center for Educators, 2010, p. 2) and “a lost day for most kids, regardless of the qualifications of the sub” (Kronholz, 2013, p. 23). The full-time teachers consider the substitute as an “incompetent, unqualified teacher; the substitute as a deviant outsider; and the substitute as a guerilla educator” (Weems, 2003, p. 257).

Teachers often view substitutes as merely “just a glorified babysitter” (Echazarreta, 2011, p. 3) with no credentials in the educational system of the district. Having a substitute teacher is like having a “cake day” (Echazarreta, 2011, p. vii). Furthermore, “substitutes are terrible, some are disrespectful to the students, they do not know the material, they are boorish, and tend not to know what they are doing” (Echazarreta, 2011, p. 30). Substitute teachers have little respect from the students and often go unnoticed by the staff and other teachers (Mason, 2012; Porwoll, 1997).

Negative opinions or perceptions of substitute teachers by full-time staff members represent sources of low priority, low expectations, and low respect. They are also sources of loss of dignity, negative feelings of marginalization, isolation, and alienation (Pollock, 2010; Vorell, 2012). This problem changes the role of substitute teachers. It not only produces unfavorable effects, but also impacts substitute teachers’ instructional practices, which affects students’ learning continuity and academic progress (Glatfelter, 2006; Keveles, 2009; Kronowitz, 2011, Marshall, 2009). The substitute represents someone who offers a poor lesson

for the children, is a teaching moment gone badly, and is a missed education opportunity (Sklarz, 2013). There are many possible factors contributing to this problem, among which are challenging work conditions, lack of or improper lesson plans (Glatfelter, 2006; Lewis, 2012), lack of evaluation, insufficient training, and lack of integration into the school system (Vorell, 2012). The professional life of a substitute teacher is a challenging one (Lewis, 2012; Sheehy, 2012; Zubrzycky, 2012).

Phenomenon of interest. Substitute teachers across the United States are viewed as the weakest instructional resource available to the educational system (Mason, 2012). Negative opinions and expectations from classroom teachers, school administrators, staff members, and students (Jehlen, 2004) lead to the downfall and deviation of substitute teachers' efforts and contributions. They influence their thinking ability, creativity, and performance, as well as students' learning continuity (Gresham, Donihoo, & Cox, 2008; Wilkinson, 2010). This study explored the opinions and perceptions toward substitute teachers and examined how these opinions or perceptions impact the school's culture and students' learning process. Also, this study may benefit not only students and substitute teachers, but also classroom teachers, school administrators, and the district personnel in general.

Background and justification. According to Konz (2014), the study from the National Council on Teacher Quality looked at attendance for more than 234,000 teachers in 40 districts during the 2012-2013 year and found that 16% of all teachers were classified as chronically absent because they missed 18 days or more. Other studies (Mason, 2012; Miller, 2012) suggested that teacher absenteeism is becoming problematic in U.S. public schools. Figures from the U.S. Department of Education's Office for Civil Rights also show that, in a few states, nearly half of teachers miss more than 10 days in a typical 180-day school year.

Those classroom teacher absences not only lower student achievement or have a negative impact on student achievement (Konz, 2014; Miller, Murnane, & Willet, 2007), putting students at a loss, but also are costly to school budgets. When the classroom teacher is repeatedly absent, student performance could be significantly impacted in a negative way. The more days a teacher is out of the classroom, the lower the students tend to score on standardized tests (Finlayson, 2009; Miller, 2012). In light of those concerns, schools in the United States have published substitute teacher handbooks to put forth the idea that substitute teachers are vital to the continuity of instructional programs and essential to high-quality education for each student (Lewis, 2012; Montgomery County Public Schools, 2009, 2010). However, the word substitute has so many negative connotations (Bouley, 2014; Kreuz, 2012; Sklarz, 2013), and substitute teachers in some school systems are known to be one of the weakest instructional resources available (Mason, 2012; Shackelford, 2011; Terry & Kritsonis, 2008).

According to Delliger (2005), substitute teachers are rarely recognized for their contributions to education. They are usually underappreciated, often underpaid, mostly ignored, and forgotten in educational debates. Often, opinions and perceptions of the substitute teacher by students, regular classroom teachers, and administrators are not favorable (Sklarz, 2013; Weems, 2003). There are widespread or popular perceptions of the substitute as an incompetent, unqualified teacher often viewed as merely a babysitter with no credentials, a deviant outsider, or a marginalized professional (Vorell, 2012; Weems, 2003). Substitute teacher is a profession that does not always get the respect it deserves (Pham-Bui, 2013).

The study site. Founded in 1939 as a haven for Catholics and a place of religious toleration, the archdiocese chosen for this study is located in the mid-Atlantic United States. The mission of the office for catechesis is to put adults, youth, and children in communion and

intimacy with Jesus Christ through lifelong catechesis for discipleship in and through the Catholic Church. Parish religious programs are woven into the fabric of human experience. Over 2,400 teachers have dedicated hours upon hours to pass on the faith to over 24,400 youth. The curriculum from prekindergarten to Grade 8 looks at the six tasks of teachers or catechesis as six key elements of lived Catholic life so as to help young disciples in formation to realize the intimate connection between Catholic faith and life. These six key elements of Catholic life constitute a unified whole by which catechesis seeks to achieve its objective: training of disciples of Jesus Christ.

The research site was located in the north area of this urban region. The mission statement is for the faculty members and students, to the best of their ability, to pass on the faith as it has been handed on to them. The goal is to help each child become strong in his or her faith so that each individual child will, in turn, help to build the Kingdom of God. With the commitment and cooperation among the priests, sisters, parents, catechists, and the parish community, all can be the light of the world. The school's population is composed of 400 students from a diversity of cultures and 13 different languages. The program provides instruction for students from prekindergarten through Grade 12 and includes classes for preparing students of any age to receive the Sacraments.

The total professional staff consists of 27 full-time teachers and 15 substitute teachers with an ethnic composition of 35% Latino, 30% White, 25% Asian, and 10% Black. The demographics of the neighborhood area are as follows: White (60%), Black (10%), Asian (21%), and Hispanic (14%). The median household income is \$89,418, and the rate for persons living below the poverty line is 6%. Over 80% of the volunteer teachers participate in the Hearts Aflame teacher certification program, which is a teaching-accreditation program that offers

teachers courses on how to teach and share the Scripture Catechesis Core Course.

The school curriculum, in every grade level, is about building the children's faith development. In order to maximize each precious minute in the religious class that takes only a small amount of time in the children's weekly educational program, parents and children are required to follow the general policies, such as attending class and mass, avoiding lateness that disrupts classes, and showing positive behavior and respect. The selection process to enter the substitute teacher system gives priority to applicants with teaching credentials, and the organizing system for substitute teaching at the research site is to make substitute teachers an integral part of the school system. Based on this policy, substitute teachers integrate gradually the school faculty through three statuses that are coteaching, long-term substitutes or short-term substitutes, and teacher aides.

The coteaching consists of having two or more teachers who share instructional responsibility for a single classroom, and their professional relationship is built on communication, respect, trust, and the sense of mutual support (Cook & Friend, 2004). The coteaching approach is having two classroom teachers who take alternatively the full responsibility of the class or one classroom teacher who is responsible for the instruction while the other professional, the coteacher, circulates through the room providing unobtrusive assistance to students as needed. More important, when one classroom teacher is absent, the coteacher takes full responsibility of the class and assumes the continuity of the teaching and learning process.

The long-term substitutes are assigned to the school and classes prepared for the purpose of helping and filling in for a classroom teacher on leave. By being in class, the long-term substitute teacher observes the classroom teacher's teaching strategies and has already assumed

some responsibilities and duties with the classroom teacher. The long-term substitute teacher develops a constant communication with the classroom teacher, is aware of the class routines, establishes favorable rapport with the students, grades the students' class works that do count, and creates a positive authority vis-à-vis the students. The long-term substitute teacher is also aware of "what was and was not accomplished on the lesson plan, a list of students who were especially helpful, and any behavior situations that might require follow up" (National Education Association, 2012).

Being prepared, the long-term substitute is able to carry out the classroom teacher's plan and responsibilities as closely as possible when the classroom teacher is out. When substitute teachers are as familiar with the school system as the full-time teachers, they become effective. There is mutual understanding and respect between the full-time teacher and the substitute on one hand and the substitute and student on other hand. Thus, when the classroom teacher is absent, the long-term substitute teacher develops comprehensive and accurate instructional activities, as well as a habitual class management that assures a smooth transition without break, loss of time, and interruption of the teaching-learning progress (Galvez-Martin, 1997; Grayslake Community High School District, 2014).

The substitute teacher is someone who is called upon and reports to school to take over the classroom when the regular teacher is absent. The school of religious education (i.e., study site) developed the same protocols for classroom teachers, substitute teachers, and teacher aides. There is no financial incentive for substitutes, but they are held accountable and respected for their accomplished work, and they receive friendly attitudes and support from full-time teachers.

The purpose of choosing this particular school environment as the study site was to look for different points of view regarding substitute teaching. It was also to explore the ideas of

Echazarreta (2011), who “wondered if the attitudes were different about substitute teachers between the private schools and public schools” (p. 2). That is, it was to find out if the negative opinions toward substitute teachers prevail or if the research site’s strategies make the substitute teaching job turn into a real teaching job and stand for qualities of a good substitute teacher. The findings could be a contribution to enhance the role of substitute teachers and to avoid treating substitute-teaching day as a free day, which, on the elementary level, translates to a play day and, on the secondary level, translates to a study hall.

Deficiencies in the evidence. Training is fundamental to both district and substitute teachers. It is fundamental to a district’s ability to create a dynamic substitute teacher pool and to allow substitute teachers to gain more skills in instructional techniques and management of student behavior. Training also benefits substitute teachers and students. Yet, districts often fail to provide their substitute teachers with training programs; therefore, their substitutes do not have the basic rules to address student behavior and challenging classroom issues (Lewis, 2012). Zubrzycky (2012) pointed out that federal data and the data from school systems have already shed some light on trends in regular teachers’ absenteeism. In many districts, for instance, it has been reported that schools serving disadvantaged students have higher rates of classroom teacher absenteeism and have a harder time filling those classrooms with qualified substitutes.

This situation has led a growing number of educators to call for creating a more professionally prepared substitute-teaching workforce including Linda Davin, a senior policy analyst at the National Education Association, who said all people around the country need to professionalize, support, and better compensate substitute teachers, as well as make sure that kids are experiencing high-quality instruction even when the classroom teacher is out (Zubrzycky, 2012). Training is the most important thing a substitute teacher can receive prior to entering the

classrooms.

Due to the challenging and unprepared working conditions, especially a lack of network with substitutes, additional research is necessary “to learn the best methods for supporting substitute teachers as effective classroom instructors through a careful analysis of the points of view of administrators, classroom teachers, and substitute teachers themselves” (Damle, 2009, p. 9). Therefore, this study explored and presented the opinions and perceptions toward substitute teachers and how those opinions and perceptions impact the school’s culture and students’ learning process.

Audience. Substitute teachers and students are affected by negative opinions or perceptions, and no one or no institution benefits from this situation. The negative opinions or perceptions of the school staff members create in substitute teachers feelings of frustration, alienation, demoralization, shame, and marginalization in their position that impact with prejudice their duties and responsibilities (Marshall, 2009; Onebamo, 2009). They also negatively influence substitutes’ self-efficacy, performance expectations, motivation, and effort (Damle, 2009; Finley, 2013; Patterson, 2006), and can lead to lack of productivity (Hiatt & London, 2008; Marshall, 2009). Because of students’ misbehaviors, the substitute’s classroom time is not spent on academic instructions but on classroom-management problems (Baker, 2010; Kreuz, 2012; Sklarz, 2013). Consequently, student misconduct “contributes to the substitute’s inability to teach” (Glatfelter, 2006, p. 6). Some definitions of key terms to avoid misunderstandings and the role of substitute teachers are important.

Definition of Terms

For the purpose of this applied dissertation, the following terms are defined.

Alienation. This term refers to the state of substitute teachers as being relegated to an

outsider status or the feeling of being isolated, as from the educational workplace (Vorell, 2012).

Babysitting. This term refers to an act of maintaining and watching over the students that has nothing to do with teaching and learning (Echazarreta, 2011).

Challenges. This term refers to the role of the substitute teacher that is the challenging one or one of the most difficult job (Lewis, 2012).

Classroom management. This term refers to the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and achievement (Marshall, 2009).

Effectiveness. This term refers to a substitute teacher who, by being kind and firm, demonstrates an adequate ability to control the classroom in order to have a productive day (Pressman, 2011).

Professional development. This term refers to a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (Blasé & Blasé, 2001; Branch, Hanushek, & Rivkin, 2013; Elmore, 2002).

Substitute teacher. This term refers to an educator whose primary role is to maintain continuity in the lesson plans of the classroom teacher (Clifton & Rambaran, 1987; Fielder, 1991; Filter, 2006; Heckman, 1981; Lake Central School Corporation, 2014).

Purpose of the Study

The purpose of this study was to explore the opinions and perceptions of substitute teachers, classroom teachers, and school administrators toward the image and effectiveness of substitute teachers in an urban religious school located in the mid-Atlantic United States. It was also to examine how those opinions or perceptions impact the school's culture and students' learning process. The study results can contribute to the body of knowledge needed to address

the problem of substitutes' negative image by enhancing the effectiveness of instruction on how to deal with negative images created by colleagues in the educational system and the importance of the accurate lesson plan for a productive school day. It is expected to be a contribution to classroom teachers to educate their students in order to be cooperative with substitute teachers. It can also inform about how to develop successful programs to contribute to the success of substitutes as well as how principals' and district leaders' contributions can restore the positive image of substitute teachers in the interest of students' performance.

Summary

This chapter provided an overview of the negative perceptions of full-time staff members regarding substitute teachers. The purpose of this study was to investigate opinions or perceptions toward substitute teachers and to examine how those opinions or perceptions impact the school's culture and students' learning process. The next chapter is a review of literature on classroom teachers, students, school administrators, and districts leaders and their relationships with substitute teachers and problems that substitutes face on a daily basis. The literature review is also about the impacts of opinions, collaborations, and problems on substitute teachers and substitute teaching.

Chapter 2: Literature Review

Rationale

Negative opinions or perceptions of substitute teachers by classroom teachers, administrators, and students in the educational system in the United States appear to be a problem that negatively impacts both substitute teachers and students (Echazarreta, 2011; Sklarz, 2013). In fact, substitute teachers are hired to allow the continuity of instruction and safety for students when their counterpart classroom teachers miss classes for any reason (Cardon, 2001, 2002; McIntyre, 2010). However, it appears that substitute teachers are continuously labeled negatively (Labaree, 1998; Sklarz, 2013).

This literature review provides the discussion of the theoretical framework as a context for examining substitute teachers' problems. It points to the challenges related to substitute teaching and the professional status of substitute teachers. The literature review takes into account issues and concerns that substitute teachers encounter. The last section examines both the impact of negative opinions or perceptions, as well as issues and concerns regarding substitute teachers' effectiveness. The research questions are elaborated as pathways to investigate those images and challenges of substitute teaching.

Theoretical Framework

Bandura's (1997) social-cognitive theory about teacher self-efficacy and collective efficacy was selected as the theoretical framework for this present study because it is a learning theory based on the idea that people learn by watching what others do and will not do. There is a reciprocal causality that a strong sense of collective efficacy enhances teachers' self-efficacy beliefs, whereas weak collective efficacy beliefs undermine teachers' sense of efficacy and vice

versa. Within any organization, a sense of self-efficacy and collective efficacy helps to develop and improve powerful forces to adapt to any challenge coming from new circumstances.

Perceived self-efficacy represents “the capacity to produce valued outcomes and to prevent undesired ones. Therefore, it provides powerful initiatives for the development and exercise of personal control” (Bandura, 1995, p. 1).

Perceived collective efficacy represents the shared perceptions of group members concerning “the performance capacity of a social system as a whole” (Bandura, 1997, p. 469). Teachers may question their self-worth, despite being very competent, if important others do not value their accomplishments, if their skills cause harm to others, or if they are members of groups that are not valued by the society (Bandura, 1997). Also, Bandura (1997) felt strongly that, if schools really want to help teachers to succeed, they must provide them with competencies, build a strong belief, and create opportunities to develop those competencies. Consequently, four main sources are fundamental in the development of personal and collective teachers’ efficacy.

Mastery experience. Mastery experience involves the teacher as an individual to acquire knowledge, competencies, and self-regulations to manage ever-changing professional circumstances. As a group, teachers experience both successes that build a robust sense of collective teacher efficacy and failures that undermine it. Scrutinizing substitute teachers’ work conditions through the concept of mastery experience can help to know what professional support is given to substitutes or the developed strategies of cooperative learning they received in order to work collaboratively and share ideas, knowledge, and hypotheses toward productive teaching-learning (Putnam, 2009).

Vicarious experience. Seeing other people succeed can raise observers’ beliefs that they,

too, possess the capabilities to master comparable activities (Bandura, 1986). Vicarious experience is also a source of information and an effective way for teachers to develop and promote an effective instructional team capable of bringing about learning in students. It is fundamental to investigate and interpret through vicarious experience what support activities program are developed for substitute teachers in order to gain knowledge.

Social persuasion. Boosts in perceived self-efficacy can lead individual teachers to strive to succeed and promote the development of professional skills, which is a sense of personal efficacy. People who have been persuaded that they lack capabilities tend to avoid challenging activities that can cultivate their potentials, and they give up quickly in the face of difficulties. In perceived collective efficacy, social persuasion is a key factor to reinforcing teachers' conviction that they have capabilities to achieve their goals through exchange of views, workshops, professional-development opportunities, and feedback about achievement (Bandura, 1999; Reeves, 2010). Knowing the types of social and professional networking that benefit substitute teachers in order to become valuable resources in their educational role is one of the keys toward understanding the source of full-time staff members' perceptions regarding their substitutes.

Physiological and emotional. It is important to help individuals to judge their own capabilities and weaknesses while collectively promoting tolerance of pressure and crises and teaching how to adapt and cope with disruptive forces in order to avoid the disposition of failure. Self-efficacy and collective efficacy can shape the normative school environment in which teachers work and students can achieve. It is important to know the types of activities that substitute teachers receive or need to improve their physiological and emotional teaching learning skills in the school system.

Role of Substitute Teachers

Substitute teachers are teachers who are not permanent faculty members in schools. The terms used in the United States include substitute teachers or guest teachers (Jones, 2009). In the United Kingdom, they are called supply teachers (McIntyre, 2010). New Zealand and Australia use the term relief teachers, and, in Canada, they are teachers on call. The National Education Association (2012) defined the roles of substitute teachers as follows:

Substitute educators perform a vital function in the maintenance and continuity of daily education. In our public school system, substitutes are the educational bridges when regular classroom educators are absent. They are called early in the morning, take over lessons with short notice, and ensure that quality education is maintained in our classrooms. The professional substitute ensures that time is productive and the student is learning. (p. 1)

Therefore, substitute teachers are vital to the continuity of instructional programs and are essential to high-quality education for each student (Montgomery County Public Schools, 2009). However, the literature on substitute teaching and substitute teachers revealed a paradox of professionalism (Sklarz, 2013; Weems, 2003).

Opinions or Perceptions and Beliefs Regarding Substitute Teachers

Substitute teachers are not seen as credible professionals in the eyes of classroom teachers, school principals, students, or district administrators (Echazarreta, 2011; Pham-Bui, 2013). According to Sklarz (2013), substitute teachers have endured mean jokes by students, sitcoms, and motion pictures for decades, and, as such, the role's depiction offers a poor lesson for children, a teaching moment gone badly, and a missed educational opportunity. Substitute teachers provide a low quality of instruction, which, as a consequence, leads to low student academic performance (Baker, 2010).

Those negative opinions or perceptions of substitute teachers have led to numerous titles capable of eroding trust (Rundall & Terrell, 2001). Those negative ideas about substitute teachers have also led to the use of pejorative words, such as a glorified babysitter, fair game,

stop gap, or a warm body (Echazarreta, 2011; Fitzsimons, 2012; Kronholz, 2013), or stranger, marginal man, or outsider (Vorell, 2012). Therefore, substitute teachers are continuously and negatively labeled (Heitler, 2012; Miller, 2012). Classroom teachers often hold perceptions of substitute teachers as babysitters, and this perception contributes to the lack of authority that substitutes possess.

Substitute teaching does not qualify as a real job, and, according to Pham-Bui (2013), substitute teaching is a profession that does not always get the respect it deserves. Too often, the traditional view of a substitute teacher's job by educational members is simply to hold down the fort and not to teach (Heitler, 2012; Miller, 2012). Lofthouse (2014) indicated that substitute teachers in the United States are often paid poorly and treated like trash. The author added that, if one wanted to discover what America's leaders at the state and federal levels really thought about the nation's public schools and the education of the children, he or she needed to look no further than substitute teachers. Edelman (2003) stated that substitute teachers are sometimes seen as Rodney Dangerfield, a comedian whose trademark was the plaintive cry stipulating that he got no respect because most felt that there was little that people could do about him. So they simply ignored him. Substitute teachers in the United States are also victims of such negative images.

Most substitute teachers in the United States are known to be one of the weakest instructional resources available to the school system (Echazarreta, 2011; Kronholz, 2013). Kronholz (2013) suggested saving money by recommending a cut in the district's central office budget lines that have no direct benefit to student instruction or gains. Among the targeted cuts was the restrictive leave policy for teachers and the district's employees who routinely required substitutes. Kronholz also stated that substitute teachers are often asked to sit around and do

nothing but babysit students because it is hard to pick up where a seasoned teacher has left off. The money used to pay substitute teachers can be a misuse of funds. For example, the Chicago board of education cut substitute teacher services across its area (Zupan, 2012). Arguing that schools scramble for substitutes, Kronholz stated, “Anytime you pull a teacher out of a class, I don’t care how good the substitute is, at the very least you are disrupting instruction. You may even have a wasted day” (p. 23).

School staff and students do not treat substitute teachers as faculty members (Damle, 2009; Jehlen, 2004; Kronholz, 2013; Kreuz, 2012). Jehlen (2004) noted a frustrated former female substitute of the target district, now a classroom teacher, because of the school staff and student attitudes and perceptions about substitute teachers. She evoked the marginalization of substitutes by school staff as well as the trouble and danger that students cause to substitutes. She then urged the school staff to understand that substitutes want to be treated like the school staff members. For school administrators, classroom teachers, and other staff members, substitute teachers were not part of professional personnel, so their work did not count (Jehlen, 2004).

Students have negative opinions or perceptions of substitute teachers (Bowers, 2009; Echazarreta, 2011; Lewis, 2012). For example, a sophomore opined that there are still substitute teachers who do not know what they are doing and will not do anything to help, preferring to sit at the desk and watch while students either spend their time goofing off or struggling to get through the assignment (Lewis, 2012). The lack of respect for substitute teachers by students was illustrated through a shocking video capturing a high school substitute teacher being mercilessly bullied by the students and being flicked in the face while the rest of the class roars with laughter (Kreuz, 2012). According to Bouley (2014), students might not listen to substitute teachers; they might throw spit balls at them and have their own conversations. Therefore, most substitutes in

the United States feel marginalized and isolated from the rest of school personnel (Jehlen, 2004; Vorell, 2102). There is often a lack of respect, cooperation, and support (Lewis, 2012; Lofthouse, 2014) and a feeling of neglect regarding substitute teachers that seriously handicaps their instructional activities (Finley, 2013).

Problems Facing Substitute Teachers

Many studies have sounded eloquent alarms regarding substitutes' issues: substitute teaching is often labeled as a position with low pay, poor training, a lack of benefits, and inadequate professional support (Byrne, 2010; Lewis, 2012; Zubrzycky, 2012). The substitute teacher has little authority, little knowledge about the students, and sometimes little content expertise. The individual is a poorly paid stranger in a strange land doing a job that is undervalued in a large, complicated system (Flanagan, 2012). Damle (2009) added that substitute teachers face too many challenges and uncertainties, such as the following: (a) inadequate, unclear, or no lesson plans left by the classroom teachers; (b) not enough time to know the students' learning styles; (c) limited training in classroom management; (d) sometimes no idea about the culture of the school or classrooms; (e) particular inclusion of student needs and instructions; (f) emergency situations; and (g) knowledge of new materials. These problems can be categorized as pedagogical materials, training, and other challenges.

Many researchers agree that lesson plans are among the most challenges faced by substitute teachers (Byrne, 2010). Lewis (2012) stated, "Substitutes often appear unknown and, unexpectedly, are given their assignments and disappear into a classroom to fulfill the tasks set out in the absent teacher's lessons plans" (p. 1). The causes of substitute teachers' frustrations include a lack of clarity of direction in the lesson plans left behind by the classroom teacher, a lack of clarity in expectations for students, or simply there are no plans left at all (Byrne, 2010).

Some schools have numerous technology or electronic devices in the classrooms. However, substitute teachers are not always familiar with those materials. When the classroom teachers' lesson plans require instructional activities involving devices such as Smart Board, substitute teachers become extremely dependent on students, or they simply fail to use the technology during instruction time. Sheehy (2012) stated that technology offers opportunities, but it is challenging for substitute teachers. Some other schools provide substitute teachers with a substitute folder that outlines the school's procedures and policies, and physical design is a very valuable tool to substitute teachers in order to work effectively and efficiently. Unfortunately, it happens that the substitute teacher folder contains a lot of information, and substitute teachers sometimes do not have enough time to read all the content and the lesson plan instructions before starting the day (Montgomery County Public Schools, 2009).

As Bowers (2009) highlighted, getting substitute teachers adequately prepared for the classroom can be done by hiring professional substitute teachers who can take their job seriously, build positive relationships, and provide teaching instructional strategies that engage students in learning continuity. Thus, the selection consists of setting high expectations for excellence at the beginning of the hiring process with a professional application and interview (O'Connor, 2009). It is important for school administrators to hire substitute teachers who can step into the classroom to counteract the negative effect of teachers being absent and to provide them with opportunities that make them have a high self-efficacy (Bandura, 1999). School personnel should take the opportunity, before a substitute teacher's first assignment, to welcome the substitute and emphasize the important role of substitute teachers in the success of the school and its students, to provide them with trainings in order to improve their teaching skills and positively impact the students they teach (O'Connor, 2009).

If these motivations are ignored, “principals and superintendents are missing opportunities to increase the potential of learning for students at their schools” (O’Connor, 2009, p. 34). Because staff development is no longer viewed as something that is needed only for teachers, all individuals who affect student learning must continually improve their knowledge and skills. Study results show that a substitute teacher trained in classroom management and teaching strategies can have a great impact on student achievement. Through training, noncertified substitute teachers can raise their level of self-efficacy, meet expectations, and improve student achievement. Also, workshops for classroom teachers on substitute issues and concerns will help alleviate the contradiction of the concept of the professional status of substitute teachers. Evaluative information should be collected from the principal, the classroom teacher, and the substitute teacher in order to improve the effectiveness of substitute teachers and the school and classroom environments in which they work.

With regard to quality professional development, no training is given to substitute teachers in 77% of school districts in United States. However, on any given day in the United States, more than 270,000 classes are taught by substitute teachers. Substitutes get a call the night before or early in the morning to take over classes for subjects in which they might not have experience or credentials. They may be unfamiliar with school access, procedures, or a classroom teacher’s routine. Sometimes, substitutes find no lesson plans or other materials to help them. Bouley (2014) stated, “I have never received any type of feedback in regard to my strengths and weaknesses in teaching in any of the over 175 classroom experiences I have had” (p. 2).

In contrast, some districts offer a mandatory annual training day (i.e., 7 hours) or two half days (i.e., 7 hours total each year) with full short-term pay. However, because of budget cuts,

there is no mandatory training for substitute teachers. Some other districts offer opportunities for substitute teachers to participate in professional development through inservice courses, but this is done on a space-available basis because priority is first given to classroom teachers (Montgomery County Public Schools, 2008). Some challenges are still persistent, such as insufficiency in the development of successful programs for substitutes, poor classroom teachers' lesson plans, lack of professional development for full-time staff with regard to dealing with substitutes issues, omission of regular participation of substitutes to inservice meetings for the school staff members, failure of evaluation and informative feedback on substitute teachers' performance, and failure of useful communication between administrators, teachers, and substitutes (O'Connor, 2009).

Because of budget cuts, substitutes have few or no opportunities to discuss their job concerns with peers, discuss what students are learning, or participate in professional dialogue about best educational practices (O'Connor, 2009). They also lack the opportunity to discuss learning or improving teaching techniques. National studies indicated that teachers who did not receive induction support left teaching at a 70% higher rate than teachers who received it (U.S. Department of Education, 2000). Belmonte (2006) reported, "Teachers who rely upon a network of other teachers have the best chance of soldiering on in the profession" (p. 117).

Substitute teachers get no benefits and are paid less per diem than regular teachers (Montgomery County Public Schools, 2010). Therefore, Cardon (2002) used the term "bad pay for hard work" (p. 34). According to Echazarreta (2011), there is a shortage of contracted substitute teachers within the United States, which means there is an even greater need for them. This is due to the low salaries that contracted substitute teachers are paid. Under no circumstances can substitute teachers leave students unattended even for just a few minutes to go

to the restroom (Montgomery County Public Schools, 2009). One of the most crucial and frustrating concerns seemed to be that substitute teachers did not have easy access to the school staff restrooms and lounge keys. It does not matter if the classroom is close to or very far from restrooms.

As a consequence of this alienation, if a substitute did not find the students' bathrooms in the beginning of the day before students get into the classrooms, or if a substitute is in a classroom that has no teacher aide or a coteacher, in case of an emergency, he or she would need to rush to the closest full-time staff member in order to first find how to get to the bathroom or to get the door opened. It is also a problem during the transition because the substitute has just 5 minutes to start the next period. Some schools even neglect such basic considerations as providing substitutes with parking spots, a brief tour of the school, a set of keys, access to computers, seating plans, and an overview of safety and other procedures.

Other frustrations arose when it was not possible to find a certified or qualified substitute teacher to cover a particular class in certain subjects, such as foreign languages, special education, cosmetology, or mechanics. There was a necessity to use any available substitute without any experience or credentials in those subjects (Ingersoll, 1998; Lewis, 2012; Lunay & Lock, 2006). Ingersoll (1998) stated, "Teaching a subject for which one has little background or interest is challenging, to say the least. It is also, I have come to believe, very detrimental to the educational process" (p. 773).

There were also some students with special health concerns (e.g., dangerous food allergies, medical problems, emotional disturbance, or other special circumstances) that necessitated some type of special instructions and actions (Montgomery County Public Schools, 2009). However, the classroom teacher's plans may not include the information left for

substitutes, whether the omission is for confidentiality purposes or another error. In most districts, there is no substitute teachers' organization that allows them to act as a focus group to deal with their unique problems, concerns, and needs that affect or would affect their roles as professionals (Montgomery County Public Schools, 2009).

Although significant time and attention has been spent on improving teaching and learning in America's public schools over the past 25 years, there is one part of the education equation that is rarely addressed: the important role that substitute teachers play in America's public schools. Substitute teachers should have a group that provides a voice for substitute teachers at the policy-development level through input to the teacher board advisory committee; this should be a group that provides a network and supports its members. In other words, substitute teachers depend on teachers' organizations. Some school districts set a good example through specific services such as a substitute teacher committee that organizes an annual provincial conference for substitute teachers.

Many sessions are included, and the program attempts to balance skill development, information exchange, and inspirational and social aspects so that all delegates could participate in a worthwhile professional-development experience. If studies of teachers' opinions or perceptions suggested that teachers sometimes judge student performance on the basis of student characteristics, such as race, gender, socioeconomic status, linguistic characteristics, disabilities, behavior, and even physical appearance (Obiakor, 1999; Ysseldyke, Algozzine, Richey, & Graden, 1982), they expressed the same stereotypes regarding substitute teachers (Wilkinson, 2010).

Even if substitute teachers' working conditions are challenging, there are some good signs of support. For example, in Montgomery County, Maryland, substitutes who cover at least

45 days over the course of a semester receive a bonus. In Oregon, the legislature set the minimum salary for substitutes at 85% of that of an average beginning teacher, and substitutes cannot be paid for less than a half day. In other districts, substitute teachers with teaching degrees are paid more than noncertified substitutes (Zubrzycky, 2012).

Substitutes and Classroom Teachers

Although substitute teachers expect strong support from classroom teachers through adequate lesson plans, pedagogical materials, seating charts, preparation of students, classroom rules, location of needed equipment, extra duties, grading procedures, and how to handle student requests to succeed (Delliger, 2005), classroom teachers neglect them and regularly express that they fail to follow lesson plans, have poor classroom management, and unsatisfactorily discipline students (Sklarz, 2013; Wilkinson, 2010). According to Granowicz (2010), most classroom teachers report that they did not think substitutes could teach the curriculum effectively. Substitutes were not competent with teaching strategies or classroom management.

The general idea is that the substitute teacher did not follow the lesson plans, did not check the homework, and did not leave a report of what was accomplished during the classroom teacher's absence. Also, the classroom teacher next door had to step in the classroom in charge of a substitute several times to see why it was so noisy. The one thing that the substitute did leave for the classroom teacher is a list of the students who acted up all day long. The list mysteriously includes several students who, up to this point, have never been in trouble. Most surveyed classroom teachers did not consider substitute teachers to be effective professional educators. Furthermore, when there was a classroom teacher absence, rarely was there time to plan significant learning activities. Therefore, busy work often became the assignment for the day (Baker, 2010).

According to Bouley (2014), the classroom teacher has a huge advantage over substitute teachers. He or she has established a rapport with the students over time. Substitute teachers have no such rapport, and they also have little real leverage. Substitutes are not part of the grading system or reward system. Most substitute teachers have probably never seen a class managed properly. Also, Bouley provided current and potential substitute teachers with some warnings, such as to be prepared not to have any plans left for them. They need to enter each class with expecting no directions left. When substitutes teach, they really and truly are on their own. The bottom line is that substitutes are responsible for all students in their classroom. They have to assume that no one will guide them or help them. Everyone is just too busy.

Bruce Friedrich, with 2 years of experience in Teach for America, raised the lesson plan issue by saying that he did not understand why the district did not try to save him and other novices from many beginners' mistakes by offering the best lesson plan possible for each subject. A survey of the organization's beginning teachers in 31 states showed that 41% said their districts provided them with low-quality instructional tools such as lesson plans or none at all. When the classroom teacher does not provide a lesson plan when he or she calls out, the personnel member who will suffer the most for the lack of planning is the substitute teacher (Montgomery County Public Schools, 2009). Nothing is more frustrating for a substitute than not being able to find the needed supplies (Javernick, 2005).

Gresham et al. (2008) underlined both the important role of classroom teachers and lesson-plan quality by emphasizing that classroom teachers are usually not willing to assign the formal task of education and teaching learning to substitutes due to lack of confidence in their teaching abilities. Thus, through ideas of keeping students busy, or babysitting them, classroom teachers provide just low-level work or previous work that deviates substitutes from their

original functions. Videos are sometimes overused as substitute plan, added Byrne (2010), who expressed regret that those videos were not related to course goals and that teachers did not provide suggestions for what students should do or discuss before, during, and after watching them. The main objective seemed to keep students quiet.

Substitutes often dealt with lack of lesson plans or those that appeared to be ridiculous and ambiguous based on their phrasing, terminology, lack of details, and nature of the instructions (Gaylor, 2009). Such lesson plans could not only become problematic for substitutes making students crazy and lead substitute teachers to failure of achieving objectives of the day (Cardon, 2002; Flanagan, 2012). Also, some classroom teachers knew in advance that they would be out but refused to prepare their students by first reminding them that the normal rules of the classroom will not be suspended just because they are not there to enforce them.

Cardon (2002) explained that teachers and aides in high school can be very rude to substitutes. For these reasons, O'Connor (2009), a retired principal, observed that many classroom teachers contributed to substitute teachers' ineffectiveness through minimal planning, absence of clarity in their plans, and their belief that substitute teachers lacked skills. It was not only the negative attitude, information, and communications of classroom teachers that can weaken the effectiveness of substitutes, but also the school administrators' program.

Substitute Teachers and School Administrators

According to Bouley (2014), school principals really do not want substitute teachers to send disruptive students to the office because then they have to deal with them. Regardless of what substitute teachers think or had read, they have to trust that they and only they have to find a way to control the class. It is better for substitute teachers to become their students' partner than to decide sending a signal to the class by having one student removed from the class.

Otherwise, they have to keep in mind that they might be able to take some biggest bullies or offenders.

Every substitute teacher must have a set of skills to use to manage students in the classroom; however, not every substitute teacher has learned the major skills, such as the ability to get and keep students on task, maintain a high rate of positive teacher-student interactions and risk-free student response opportunities, teaching to expectations, responding noncoercively, and avoiding being trapped. Those skills are necessary to become an excellent substitute teacher (Montgomery County Public Schools, 2009). Thus, there was a vibrant call for school leaders who could create a culture that fosters both adult and student learning and expand the definition of leadership to include all stakeholders in the school (Price, 2010). Castle and Mitchell (2001) studied the roles and tasks of principals on a daily basis and found that relationship building proved to be central as principals actively sought to incorporate collegiality and collaboration into the school environment, as well as the tasks that the principals took seriously and engaged in deliberately. However, most administrators and classroom teachers were unaware of substitute teachers' concerns about working conditions (Lewis, 2012).

O'Connor (2009) said that, after a 21-year career as a principal, he retired and has worked periodically as a substitute teacher. However, he observed that principals in the schools to which he is assigned rarely interact with him. O'Connor concluded that these principals are missing opportunities to increase the potential of learning for the students at their schools. If classroom teachers in the district continued to develop inadequate lesson plans and did not organize their work space for substitute teachers, it is likely that principals or administrators did not strive to ensure the performance of those duties in their schools.

Sklarz (2013) believed that evaluation is a value-added process that provides managers

with what they need to make sound decisions. Unfortunately, few states in United States still even raise the issue of evaluation (Teacher Quality Department, 2012). Substitute teachers often feel isolated and unaccepted in the schools they frequent. They do not have authority, and most often are not given the tools to carry out their job as a teacher in the classroom (Bouley, 2014; Mason, 2012).

Substitute Teachers and School Districts

For too long, substitute teachers have been looked down upon, not taken seriously, and disrespected for their position. It is more difficult to raise the level of respect of substitute teachers among classroom teachers, staff, and students alike (Mason, 2012). Due to the negligence of substitute teachers by the teaching profession, the public does not see substitutes as professional teachers who are part of the school system (Bontempo & Deay, 1986; Summers, 1982). Bouley (2014) stated that there are no mentors or supports in the field of substitute teaching. There are few, if any, training programs to educate substitutes in regard to what they can and cannot do and should and should not do with the future citizens of the nation. Interestingly enough, she has never received any type of feedback in regard to her strengths and weaknesses in teaching in any of the over 175 classroom experiences she has had. Jones (2009) said that many districts seem to have no plan for their substitute teacher, apart from finding a warm body at the last minute.

Archer (2000) and Weems (2003) both talked about the exploitation of substitute teachers. According to Archer, substitute teachers were the most exploited group of education employees. They were exploited by students and the administration, and in many cases, they're exploited by other teachers. Weems stipulated that substitute teachers are undervalued in every way by the school systems and schools in which they offer their services. They are shamefully

exploited and often treated as third-class citizens within school environments. Even students say to them that they are just a substitute.

Cumo (2002) compared substitutes to Socrates, Jesus, and Gandhi, whereas Delliger (2005) compared them to a pilot without a global positioning system. In fact, for Cumo, substitute teachers dispensed wisdom for almost free and qualified substitutes as economical martyrs. Cardon (2002) argued that substitutes' pay was the biggest hindrance. Delliger denounced the fact that, when teachers are absent from their classrooms, substitute teachers are often left with no directions, no lesson plans, and no way to control the kids. In the target urban district, many cases entered in straight line with the above statements.

As stated earlier, the district offered opportunities for substitute teachers to participate in the professional development through inservice courses but only on a space-available basis because priority is given to the permanent faculty members. That is, substitute teachers are less likely to get training as classroom teachers, even if the registration was based on first come, first served. Unfortunately, substitutes see their names put on the waiting list or cancelled to the advantage of regular teachers. A classroom teacher is more fortunate when he or she comes to a school day: The district will not only pay the salary of the classroom teacher's day but will also pay a substitute to take over his or her classroom. However, the substitute teacher misses his or her daily pay and has to pay for the training on his or her own (Montgomery County Public Schools, 2009). Another disadvantage for the substitute is that, when he or she picks up a job a few days or weeks in advance, and it happens that the district closes the schools that day for inclement weather, the substitute teacher will not get paid and that day becomes totally lost.

There are also risks in working with students with disabilities. Substitute teachers are exposed to violent behaviors, such as biting, hitting, or kicking from special students. The district

can do nothing about substitutes in these conditions because they do not get even the basic benefit of medical insurance. Under the current system, an ill substitute has two choices: work or recuperate at home without pay. When substitutes come to school, there are possibilities to spread germs to students and staff alike (Cummo, 2002).

It is important to mention that substitute teachers are not a perfect group in the educational system. Some substitutes show some behaviors so that it is difficult to count on them. For example, they have been charged to have Facebook contact with students through sending inappropriate messages (Lindner, 2011). They have been accused of sexually assaulting students or arrested for child sex assault (Green, 2010). They have also been accused of molesting students. Within the framework of the sociology of professionalism, McHugh (1997) stated that substitute teachers must understand their professional responsibilities so that they could take control of their own professionalism. When performing any task, motivation plays a key role; substitute teachers need to have motivation toward their job.

The literature revealed that substitute teaching is generally assumed to be of poor quality (Cardon, 2002; Cardon, Tippetts, & Smith, 2003), and substitute teachers felt that they were not considered professionals within the education system (Mason, 2012). They are not provided with adequate materials for the teaching and learning process (Gresham et al., 2008; Weems, 2003; Zubrzycky, 2012). It is interesting to know the effect that all those negative labels, images, and numerous problems have on the effectiveness of substitute teachers.

Effectiveness of Substitute Teachers

Studies show that, once one has begun thinking of a friend with the negative label, he or she becomes at risk for interpreting everything he or she does in a negative light (Heitler, 2012). Also, when people start believing a label, they do not see anything about the person except for

whatever the label is. The rest of a person's traits are crossed out by the label, people can see only the negative traits, and it can be hard for a person to change (Miller, 2012). Those conceptions may be true for substitute teachers targeted negatively.

Perceptions and images perpetuate a system in which substitutes are utilized and managed based on the weaknesses of the group rather than the strengths of the individuals. These perceptions and images threaten the success of substitute teaching at every link in the substitute teaching chain (Keveles, 2009; Kronowitz, 2011; Marshall, 2009). Thus, negative perceptions and images of substitutes are sources of low priority, expectation, respects, and change of role that produce the unfavorable effects on their effectiveness. They produce feelings of marginalization, isolation, and loss of dignity that negatively impact the quality, morale, and effectiveness of substitute teachers (Kronowitz, 2011; Miller, 2012).

Effects of Attitude and Bias on Substitute Teachers

According to Price (2007), "A bias is simply an opinion formed about an individual that influences the expectations we have for that person" (p. 1). In addition, bias has been defined as intentional and unintentional, conscious and subconscious, attitudes, behaviors, and actions that have a negative and differential impact on segments of the society or favor one segment of the society. Biases can happen anywhere, in any workplace in America and abroad, but it is difficult to identify the subtle forms of workplace bias by examining individuals. Price further observed that preconceived notions and stereotyping students are unfair and irrational. They not only affect a teacher's judgment, but also truly deprive deserving students from reaching their potential. Therefore, classroom teachers and school administrators have low expectations of substitutes with regard to their attitudes and biases toward that particular group.

Low Priority, Expectations, and Respect for Substitute Teachers

Every day, substitute teachers face a variety of challenges and differing expectations from classroom teachers and other school staff (Gaylor, 2009). Under the umbrella of expectations, a 2014 study by Bouley addressed some questions: How have substitute teacher expectations fallen so low? How can the expectations for substitute teachers be raised to the appropriate level? Sharing the voices of teachers who describe being bullied by colleagues, Finley (2013) affirmed that negative labels lead to many methods. Those who have negative labels bully, create negative actions, and fail to support those who are labeled negatively. They ridicule and exclude them. Inversely, those who describe being negatively labeled are victims of nonprofessional behaviors and negative actions. They suffer at the hands of the authors of negative labels or are simply not perceived as credible. They would look themselves incompetent and shamed.

Under this perspective, a principal, quoted by Cardon et al. (2003), mentioned that academic activities were not a priority when a substitute takes over the class. The first concern is keeping control of student behavior and maintaining order, and then the school is happy. Also, this unnamed principal did not say if little or no learning would occur. The primary role of the substitute teacher is to keep order. Kronholz (2013) stated, “A lot of times, principals are just praying for basic safety” (p. 23). As a result, classroom teachers often leave busy work, videos, or noninstructional lesson plans that make it more difficult to manage student behavior. So, there is no expectation for student achievement (Baker, 2010).

Miller et al. (2007) elaborated that, if substitute teachers are seen as substandard fill-ins, then that is how they will probably behave. If substitutes are seen as emergency personnel with full understanding of the responsibilities of a classroom, then it is likely that is how they will act. The same sources also stipulated that a cycle of failure starts when school administrators and

classroom teachers have extremely low expectations of substitute teachers. The negative labels influence classroom teachers to provide substitutes with the noninstructional lessons. Often, students react to noninstructional lessons with more behavioral problems. Substitutes were asked to sit around and do nothing but only babysit students, or the money used to pay substitute teachers is a misuse of funds. Low priority, expectation, and respect influence classroom teachers to not provide substitutes with support, adequate information, and documents (Lewis, 2012). As a result, the productive teaching-learning process does not take place, and student achievement is lowered (Baker, 2010; Heitler, 2012; Kronowitz, 2011; Miller, 2012).

Negative labels can reinforce bad behavior and hurt self-esteem, and other people's perceptions of someone can dramatically influence self-concept and self-esteem (Clark, 2007; Finley, 2013; Miller, 2012). The perception of someone as a lazy, rude, or lacking in professionalism can make or break his or her career. Words of prejudice, degrading comments, slurs, and unkind jokes have the power to create even more damage (Weems, 2003). In one of its modules, the American Center for Educators (2010) pointed out that negative people and bad attitudes can hurt morale and productivity in any workplace. In schools, they can find their way into the classroom and negatively affect the students' attitudes and learning processes. The stereotypical substitute teacher suffers from a lack of authority, relevance, and dignity (Flanagan, 2012).

Feelings of Marginalization and Isolation

Marginalization takes many forms and occurs for complex reasons (Hopkins, Bailyn, Gibson, & Hammonds, 2002). Marginalization occurs in the attitudes, behaviors, and practices that occasional teachers encounter as they work in their occasional teaching positions (Pollock, 2010). A first-year substitute teacher, cited by Vorell (2012), expressed substitute teachers'

marginalization and exclusion in terms that classroom teachers and other school staff do not treat substitute teachers as good as staff members. Substitute teachers are a traditionally marginalized class of teachers, and that marginalization becomes the most often cited source of tension between classroom teachers and substitute teachers (Cardon, 2002; Weems, 2003).

According to Dei and Rummens (2009), marginalization is a process of social devaluation that serves to justify disproportional access to scarce societal resources. Marginalization is a situation or state in which individuals live on the periphery, away from the dominant group. It is not the spatial aspects or geographic distance that causes a sense of isolation but rather the lack of social support and lack of inclusiveness that cause individuals to feel disconnected from the majority. Yet, for many decades, Gist and Wright (1973) considered marginalization as a structural phenomenon that presupposes some kind of barrier limiting or obstructing social interaction between members of groups that were in some form of relationship with each other, not as an individual characteristic.

When overviewing the marginalization of women faculty at Massachusetts Institute of Technology, Hopkins et al. (2002) reported the following:

Marginalization takes many forms and occurs for complex reasons: marginalization has cumulative and deleterious effects on a faculty member's productivity. It leads to professional exclusion, a sense of being undervalued, and accumulated inequities from unequal levels of compensation and unequal access to resources. (p. 4)

Cross (2014) referred to marginalization as relegating to an unimportant or powerless position within a society or group. The author pointed out the same realities that those who are marginalized do not get to enjoy the full or typical benefits that those who are closer to the center tend to receive. Employees who feel marginalized perform poorly and display a disgruntled attitude.

Unfortunately, the society is not doing enough currently to understand the work lives of

marginalized workers to integrate these individuals into the research and theory, or to reach them in practice (Maynard & Ferdman, 2014). According to Vorell (2012), the substitute teacher is denied recognition as an accepted member of the school community and is relegated to an outsider status. In order to avoid the consternation that such a rejection can cause, many substitutes embrace the babysitter perception instead. Thus, Maynard and Ferdman (2014) worried how the Society for Industrial and Organizational Psychology may better appreciate the experiences of these workers, assist them with the challenges they face, and integrate attention to their work lives into what do psychologists. Substitute teachers' marginalization is operated at different levels and under diverse forms within the educational institution but is invisible when it came to educational reform considerations (Pollock, 2010; Teacher Quality Department, 2012; Vorell, 2012). If marginalization has deleterious effects on employees' productivity in general, and in particular on substitute teachers, alienation's effect is not less.

Alienation is a concept first used by Karl Marx in order to describe the powerlessness of the worker in relation to the means of production, with specific regard to the imbalance of power between workers themselves and big business owners of the time (Oerlemans & Jenkins, 1998). Work alienation occurs when a person feels estranged from what he or she produces in the workplace. This disconnection may cause dissatisfaction and a feeling of alienation from others, the environment, and oneself. Alienation of teachers occurs in schools in which they typically work alone with little professional contact with peers and when their initial sense of empowerment was undermined by the other teachers' cultural or administrative decisions (Pugh & Zhao, 2003; Tye & Tye, 1984).

Alienation is defined as persistent negative feelings that some substitute teachers may experience during the course of their work. These feelings may be expressed as powerlessness,

meaninglessness, isolation, rejection, or a general sense of feeling socially or emotionally alone (Sinberg, 2010; Tartakovsky, 2011). According to Tartakovsky (2011), many people look in the mirror and see someone they do not like very much. They see faults, flaws, and failures. They feel shame, embarrassment, and maybe even anger toward themselves. In addition, Sinberg (2010) said experts affirmed that people with low self-esteem engage in subconscious behaviors that undermine their success, making them less likely to ask for or get promotions, raises, and even jobs. Yet, alienation of substitute teachers is illustrated by the noncooperation not only of classroom teachers and students, but also the noted lack of support from school administrators (Mason, 2012). Substitute teaching is qualified as an underrated profession that lacks a support system and lacks consistency, and that substitute teachers worked in a very lonely environment and were even intimidated on a daily basis (Lewis, 2012; Morett, 2007).

Most often, substitute teachers are not considered as teachers, either in the classroom or in the staff room, so there is a feeling of isolation and or a lack of acceptance in the schools they frequent (Vorell, 2012). Principals, classroom teachers, and students regarded substitutes as not having a position of authority (Kreuz, 2012; Zuckerman, 2009). Negative labels seriously impact substitute teachers, and they create shame, humiliation, and alienation feelings because of unproductive work (Finley, 2013). Several studies have pointed to student alienation as a factor contributing to low achievement, lack of interest, negative attitudes toward school, disengagement, and poor grades with possibility of school failure and dropout (Atnafu, 2012). In this perspective, the isolated situation reduces substitute teachers to work in periphery of peers (Lewis, 2012), and it exposes them to students with undisciplined attitudes that undermine their efforts of teaching and learning (American Center for Educators, 2010; Kreuz, 2012).

Ensuring that employees are properly and timely integrated is of vital importance for

every organization. When asked what was important to them, many substitutes talked about their need to feel more closely connected to other school staff members (Henderson, Protheroe, & Porch, 2002). Sorenson (2001) placed emphasis on the importance of making school substitutes friendly; he told the story of a school principal who noted that fewer and fewer substitutes were choosing to return to his school. The principal strived to find out the reasons for that situation and decided to ask the substitutes why this was the case. According to Russo (2001), substitutes have several reasons: “No one visited the classroom during the school day,” “I eat by myself in the staff lunchroom,” or “No one welcomed us to the school” (p. 10). These experiences illuminate the significant impacts of lack of integration on substitute teachers and schools.

Based on the above arguments showing the negative effects on the ability of the substitute teacher to function at full capacity, a question needs to be asked: What can be done to assist substitutes in the overall reduction of these estrangement and disconnection on one hand and restore their authority, dignity, and effectiveness on the other hand? Before providing some suggestions to the question, it is important to scrutinize the issues and concerns that not only put the substitute teaching professional in a frustrating and prejudicial situation, but also impact negatively his or her effectiveness.

Impacts of Issues and Concerns on Effectiveness of Substitute Teachers

Many factors contribute to the incompetency of substitutes: (a) not enough time to learn students’ learning styles to meet their needs; (b) unclear instructions; (c) inadequate explanations or missing lesson plans; (d) low expectations by teachers, administrators, and students; or (e) insufficient training in instruction or classroom management (Granowicz, 2010; Lewis, 2012; Zubrzycky, 2012). Those issues and concerns constitute sources of problems that limit substitute teachers’ effectiveness (Glatfelter, 2006; Zuckerman, 2009).

Lack of or improper lesson plans. The substitute's performance is not in the duties of the classroom teachers, principals, or administrators (Granowicz, 2010). Demonstrating the capital role played by a classroom teacher, Glatfelter (2006) stated, "Classroom teachers often create lesson plans for substitutes that require less academic rigor. Many teachers reported they 'dumb down' the educational content of their lesson plans with worksheets, games, and videos they believed are easier for substitutes to manage" (p. 5). Then he concluded that a classroom teacher can be problematic for a substitute teacher through improper planning.

Vague lesson plans produce for substitute a great deal of frustration and limit the degree of classroom control that the substitute can assume; therefore, they lead to a chaotic classroom environment (Lale, 1977; Lewis, 2012). Zuckerman (2009) offered different types of challenges and difficult situations that classroom teachers provided. Some lesson plans are inadequate both for the content and the execution of a lesson. Others are boring or the directions generate frustration. Some others have activities that do not fill the allotted time. Thus, classroom teachers did not always provide the tools to carry out the job as a teacher in the classroom, which contributed to the substitute's inability to teach.

Challenging work conditions. Substitute teachers face many challenges related to common negative perceptions regarding them (Gaylor, 2009). The mythology surrounding the substitute teacher is not a pretty one: paper airplanes, lost learning, and bullying (Finley, 2013; Zubrzycky, 2012). Zubrzycky (2012) stated, "Almost everyone appreciates at a gut level that what happens in the classroom teacher's absence is not often something to brag about. It's kind of an underbelly, one of the darker secrets of what happens in public education" (p. 2). According to Baker (2010), all teachers need working conditions in which they have adequate resources, supportive paraprofessional educators, manageable class sizes, and reduced intrusions

on their instructional time. However, when it comes to substitute teachers, most school staff members' expectations are that substitutes will not teach but merely pass out work and play hall monitor until class is dismissed.

Based on these arguments, the school staff members do not provide substitute teachers with a supportive atmosphere to accomplish their goals and help students to meet their own. The substitute teacher becomes the proverbial Daniel who is being thrown into the lions' den. Even the best behaved students often cannot avoid the temptation to stick it the substitute (Kreuz, 2012; Vail, 2012; Wisconsin Education Association Council, 2008). Baker (2010) concluded that this is not an atmosphere that promotes substitute teachers to excel as teachers themselves. Finley (2013) stated, "Substitute teachers often complained that administrators were not supportive and the classroom teachers did not respect them" (p. 3). The Center for Catholic School Effectiveness (2012) reported, "The best teachers can be crippled by bad working conditions" (p. 3).

Lack of evaluation and training. According to the National Education Association (2012), evaluation and training were among the important components of an effective substitute teacher program. The first served to assess the substitute teacher's performance and to determine the efficacy of a school or district's recruiting, screening, and training programs. It typically focused on professionalism, classroom skills, and interpersonal skills. The second was the backbone of a viable substitute teaching program and would alleviate many, if not most, problems associated with substitute teaching.

Evaluation is the pivot of educational system. It is the reason why the Marion County Education Association's leaders regretted the fact that the substitutes are not evaluated the same way as classroom teachers because it is a damaging omission in the district (Callahan, 2013). To

minimize this problem, the target school district assigned to the principal the duty to evaluate substitute teachers employed in the school with the substitute teacher evaluation report (see Appendix A).

There was also no evaluation for classroom teachers' substitute lesson plans that could help them to develop new accurate lesson plans in order to help substitute teachers improve their teaching and student learning. Being aware of the feedback, from a fair evaluation process, consistently applied, and taking into account the realities of their profession, even classroom teachers from across the United States believed that a rigorous evaluation and well-designed process would help them improve at their jobs and will ultimately benefit students (Sorenson, 2001).

If substitute teachers were not evaluated, it meant they were not provided with the ability to give and receive feedback regarding their teaching experiences. When substitutes did not learn to evaluate their own performance, they did not receive and accept suggestions for improvement and were not aware of changes that must occur to improve their teaching skills. They were not on the path to becoming better teachers and valuable assets to a district. Conversely, if substitute teachers were evaluated more often, their performance would most likely improve because of the suggestions and feedback received from the evaluator, added the substitute teaching division. In this perspective, the District of San Francisco called the site administrators or designee to evaluate the performance of substitute teachers.

Concerning training, educators from all levels agreed, although with varying degree, that substitutes would benefit from training (Damle, 2009; Hollowell, 2014). Yet, there is worry that substitutes are not receiving enough training and lack of evaluation (Lewis, 2012; Ryan, 2000). For example, because of budget cuts, the opportunities for substitute teachers to have had

training become worse, refraining them to discuss new ideas with peers regarding new needs for students in the urban-eastern district. Failing to provide training to teachers was adding failure to their value (Watson, 2010).

The review of literature clearly revealed (a) the negative opinions that classroom teachers, schools administrators, students and district personnel have regarding substitute teachers; (b) school personnel's collaboration that is not supportive of substitute teaching and learning; and (c) number of daily challenges experienced by substitutes. Substitute teachers are the most neglected, and school staff members deviate substitutes from their original functions and contribute to their ineffectiveness as well (Gresham et al., 2008; O'Connor, 2009). Worse, substitute teachers are qualified as suckers, disasters, and educational personnel members who need to be banned from the school system. These negative perceptions all contribute to the ineffectiveness and failure of substitute teachers and substitute teaching. The literature review also underlined the significance of the damaging impacts of all those situations both on substitute teachers' teaching and learning and students' learning continuity.

In regard of this substitute teachers' failure, if schools hope to attract substitute teachers into their coffers of staff, they should make sure that every step is taken to ensure the respect for them, such as respect in terms of pay, attitude from staff, and attitude from students who more often than not expect a free day when a substitute comes in. According to Mason (2012), the role of the substitute is critical and should not be shunned or ignore. Substitutes should be given greater respect and treated as if they were classroom teachers. Henderson et al. (2002) suggested a vibrant and fair call to all school stakeholders as follows:

Employees in any organization must feel that they are respected and valued by their colleagues and supervisors. They must feel that they are contributing to the achievement of the organization goals through diligent, committed work. Substitute teachers should be recognized for their outstanding performance, longevity of employment, and service, just

as other school district employees are. (p. 55)

Historical Context

Throughout the history of education in the United States, substitute teachers have been utilized to fill a void in the everyday operations of a school day (McIntyre, 2010). The substitute teacher's purpose is to preserve the continuity of the instructional program (Montgomery County Public Schools, 2009; National Substitute Teachers Alliance, 2000). However, the rhetoric around substitute teachers is part of a much larger discussion about the perceived effectiveness of the substitute in the educational system. Research showed that much of school staff and students viewed the picture of substitute teachers as babysitters. More importantly, opinion studies about the effectiveness of substitute teachers are invariably negative (Cardon, 2002).

Summary

This literature review highlighted the broad picture of substitute teachers: there is evidence that classroom teachers and school staff members have negative perceptions and attitudes about substitute teachers and recognize them as ineffective personnel in the teaching and learning system (Cardon, 2001, 2002; Finley, 2013), and a source of failure (Clark, 2007; Granowicz, 2010). When substitutes enter classrooms, the instructional intensity is radically reduced, skill level is lowered, and a disruption of regular routines and procedures occurs (Weems, 2003).

There are negative relationships between substitutes and classroom teachers, school staff, and students (e.g., lack of supports and trust from school staff and students, substitutes' feelings of isolation, or a lack of acceptance in the schools frequented by substitutes). The literature review also indicated numerous challenging conditions that have negative impacts on substitute teachers and substitute teaching. In addition, the students' learning process is impeded, and the maintenance and continuity of daily education for students are negatively affected (Bouley,

2014). Therefore, the purpose of the current study was to investigate the full-time staff members' opinions about substitutes, their interactions, and how to address those problems.

Research Questions

The researcher developed the research questions in order to determine whether negative opinions or perceptions about substitute teachers existed in the studied school and explore their impact on the students' learning process. The following research questions were established to guide this applied dissertation:

1. How do opinions or perceptions of substitute teachers from classroom teachers, school administrators, and district personnel affect the substitute teaching process and student learning continuity?
2. What methods of collaboration and strategies can classroom teachers, school administrators, and district personnel use to enhance substitute teachers' efficacy?
3. How could the professional development of substitute teachers improve instruction?

Chapter 3 provides a detailed explanation of the research methodology and design that guided the study.

Chapter 3: Methodology

Aim of the Study

There is an ongoing problem concerning the role of substitute teachers and how full-time teachers, staff, and students perceive them. Negative opinions or perceptions of substitute teachers by school staff and students in the educational system negatively impact substitute teachers. Substitute teachers are stabilized configurations with a position that represents “discontinuities, ruptures, and cracks in history” (American Center for Educators, 2010, p. 2) and “a lost day for most kids, regardless of the qualifications of the sub” (Kronholz, 2013, p. 23). The full-time teachers consider the substitute as an “incompetent, unqualified teacher; the substitute as a deviant outsider; and the substitute as a guerilla educator” (Weems, 2003, p. 257).

Research is necessary to understand the effects of negative opinions or perceptions on substitute teaching and then focus on active actions needed to take toward the ineffectiveness of substitute teachers that will foster the student learning process (Gable & Wolf, 1993; Walsh, 2003). The purpose of this qualitative case study was to explore the opinions and perceptions toward substitute teachers in an urban school of religious education and then identify how those opinions or perceptions impact the school’s culture and students’ learning continuity. Below are the research questions that guided the development of this study and the methods for addressing each of them:

1. How do opinions of substitute teachers from classroom teachers, school administrators, and school personnel affect the teaching and student learning continuity? To address this question, all participants (i.e., teachers and administrators) filled out a survey (see Appendix B) assessing their thoughts, feelings, and appreciations regarding substitute teachers.
2. What methods of collaboration and strategies can classroom teachers, school

administrators, and district leaders use to enhance substitute teachers' efficacy? To address this question, a survey was administered to classroom teachers, substitute teachers, school administrators, and district leaders regarding the quality of collaboration between them and substitute teachers. The survey provided the opportunity to discuss strategies that are used and tools that are provided to substitute teachers to foster substitute teaching.

3. How could the professional development of school staff and substitute teachers improve instruction? The method to address this question was also a survey that assessed what progress has been made in the matter of training and what changes are needed to increase efficiency and effectiveness of substitute teachers in the teaching and learning process. A traditional method was used in the data-analysis process.

The qualitative case-study method explored the opinions of substitute teachers, classroom teachers, and administrators regarding the effectiveness of substitute teachers. Qualitative research method, according to Nicholls (2011), seeks to help answer questions, or to confirm knowledge, to address issues and shape thinking for future action or non-action. Nicholls stated, "Qualitative research takes an in-depth approach to the phenomenon it studies in order to understand it more thoroughly" (p. 1). Also, a qualitative study helps to find out the experiences, priorities, and fundamental current knowledge about perceptions of substitutes, classroom teachers, schools administrators regarding substitute teachers (Baker, 1999; Stevens, 2012).

The purpose of this study was to highlight the roles of classroom teachers, school administrators, and district leaders as crucial impacts on the effectiveness of substitute teachers (Damle, 2009; Kronholz, 2013; Lewis, 2012) and then to explore the resolutions, solutions, and possible productive measures to put in place to help substitute teachers to be more effective in the future. Further, the study's results will be available to education policy makers, school

leaders, classroom teachers, curriculum departments, support staff, parents, community members, and school partners in order to improve attitudes, opinions, and perceptions about substitute teachers' practices and integrate the value of substitute teachers in the district's educational process.

Training is fundamental to the district and to substitute teachers. It is fundamental to a district's ability to create a dynamic substitute teacher pool and to substitute teachers to gain more skills in instructional techniques and behavior management of students. Training benefits also substitute teachers and students. Yet, districts often fail to provide their substitute teachers with training; therefore, their substitutes do not have the basic rules to address student behavior and challenging classroom issues (Lewis, 2012). Zubrzycky (2012) also pointed that federal data and the data from school systems have already shed some light on trends in regular teachers' absenteeism; in many districts, for instance, it has been reported that schools serving disadvantaged students have higher rates of classroom teacher absenteeism and have a harder time filling those classrooms with qualified substitutes.

The failure of providing substitute teachers with training has led a growing number of educators to call for creating a more professionally prepared substitute-teaching workforce, including Linda Davin, a senior policy analyst at the National Education Association, who said all people around the country need to professionalize, support, and better compensate substitute teachers and make sure that kids are experiencing high-quality instruction even when the classroom teacher is out (Zubrzycky, 2012). Training is the most important thing a substitute teacher can receive prior to entering the classrooms.

Because of the challenging working conditions, especially a lack of network with substitutes, additional research is necessary "to learn the best methods for supporting substitute

teachers as effective classroom instructors through a careful analysis of the points of view of administrators, classroom teachers, and substitute teachers themselves” (Damle, 2009, p. 9).

Therefore, this study explored the opinions and perceptions toward substitute teachers and how those opinions and perceptions impact the school’s culture and students’ learning process.

Participants

The researcher randomly selected a sample of 30 participants who represented a composite of the diverse ethnicities in the studied population, with the age ranging from 22 to 55 old years: five substitute teachers, 21 classroom teachers, two school administrators, one parish priest, and one district administrator. Participants are all from the same research site located in the archdiocese district in the urban area. Also, participants’ information to describe, understand, and analyze the school environment in which substitute teachers work as well as interactions between school staff and substitute teachers were utilized. The results help to capture not only what the participants perceive and want, but also why they want it, what options of actions they decide, and how they would like them presented to them (Key, 1997).

Instruments

The researcher used a survey and interview to gather information about the opinions of participants. These instruments were also used to determine the impact of substitute teachers on the learning continuity of students.

Survey. Surveys can ask about attitudes, views, preferences, values, intentions, and motivations, which are all things that simply cannot be captured in any other way than by direct questioning of a sample of individuals (Lynn, Erens, & Sturgis, 2012). The survey was distributed in the potential participant’s school mail box and was delivered together with an invitation letter and an explanation letter. The participation letter did not require the participants’

signatures, and the explanation letter provided the participants with an explanation about the study and the purpose of the survey and interview. Two weeks were the allowed amount of time for participants to complete and return their surveys in a drop off box located in the school office. There was no reminder note sent out to the potential participants. To ensure anonymity, participants were requested to return the survey in the provided envelope regardless of the participant's decision (i.e., either completed or blank).

Each survey instrument was not associated with a specific individual. In other words, the participants' identities in the survey instrument were not mentioned. The participants' responses were only shared with the researcher's team members. That means, the researcher's team members and himself ensured that any information the participants included in the survey did not identify any participant as the respondent. The survey was structured around the following categories: opinions about substitute teachers, collaboration between classroom teachers and substitute teachers, school administrators' contributions to improve substitute teaching, district leaders' contributions to improve substitute teaching, role of professional development for substitute teachers, and closure.

Interviews. The second phase of the research was the administration of interviews (see Appendix C). In the invitation letter, the researcher added a paragraph explaining that a second phase of the research would include interviews. Therefore, the researcher asked potential participants to call him or e-mail him if they were willing to participate. The researcher contacted potential participants and discussed participating, including consent process and setting appointments for the interviews. On the interview day, the researcher started with the consent process by explaining each topic to each interested participant. The interview time was about 15 minutes. The researcher advised each participant that he or she did not have to talk about

anything he or she did not want to. The participant could end the interview at any time without fear of reprisal. Before starting with the questions, the researcher asked any participant if there were any questions about what he had just explained. After discussing the consent form, each participant signed it if he or she decided to participate. The researcher gave each participant a copy of the signed consent form as well.

The purpose of the interview was to gather additional information or to get the story behind a participant's experiences and expectations related to opinions about substitute teachers and the role they play in the school system. The interviews were also conducted on a face-to-face basis with participants to discuss and address challenges, experiences, attitudes, and positions relevant to substitute teaching and substitute teachers in the district. The interviews helped to explore opinions or perceptions about substitute teachers related to their professional experiences.

Even if the researcher took notes manually during the interview process, it was necessary to tape record the interviews. This is because the tape-recording process allowed him to maintain the information for review at a later time or to listen more times if necessary. However, it is important to note that the researcher lost the ability to review the body language of the respondent when answering questions. Also, the location in which the interviews were held was a private, safe, and comfortable setting. The process of the interviews was not disturbed. All participants were interviewed in a private room in which others could not overhear. The transcriptions were stored on a password-protected laptop. All information obtained in this study was strictly confidential and would be kept securely in the researcher's office in a locked cabinet unless disclosure is required by law. The Institutional Review Board or regulatory agencies may review research records. All the research information would be kept for 5 years after the

completion of the study and then destroyed with a shredder.

All of the interview sessions took place any day of the week during the summer 2013 term. On Sundays, the interview sessions took place in school offices because the administrators were off duty. Other days, the interviews were held in the classrooms. Because of the summer vacation, the entire school was quiet and the conditions were ideal. For the two priests, the interviews took place in their offices. In order to help the participants to feel comfortable to communicate with the researcher and provide accurate answers, the researcher sent the interview protocol to those who accepted to participate with the interview. For each participant, the entire process took 20 minutes, including greetings, formalities, and reviewing the consent form.

As the researcher walked each participant out to the main doors of the school, most of the participants expressed their happiness that the researcher conducted research on their school of religious education for the doctoral degree. The researcher learned a significant amount of realities he did not find during his archival data collection or literature review. For example, the researcher learned that most of the school staff started first as teacher aides, then became substitute teachers, and finally became classroom teachers. As a result, they mastered the questions about both substitute teaching and classroom teaching. The researcher listened to all of the interviews and read all his taken notes immediately after the interviews of the day.

Procedures

The study used the qualitative case-study method to explore the opinions of substitute teachers, classroom teachers, one principal, one parish priest, and one district administrator regarding the effectiveness of substitute teachers. According to Healey (2014), qualitative descriptive study is the method that allows the researcher to draw boundaries for the topic and learn the language that people use to talk about the subject. Qualitative research method provides

tools such as face-to-face contact, open-ended interviewing, and dialogue approach to data collection to better understand the points of view of substitutes, classroom teachers and school administrators. Also, qualitative study helps to find out the experiences, priorities, and fundamental current knowledge of substitutes, classroom teachers, and schools administrator about perceptions of substitute teachers (Stevens, 2012).

This method of collecting and assessing opinions helps to produce more indepth and comprehensive information. This method helps to explore, investigate, and analyze the opinions or perceptions based on evidence and interactions of important substitutes' coworkers in order to yield successful solutions. The findings are valuable data and evidence for program planning, policy and decision making regarding substitute teaching.

Strategies of inquiry. Why do school staff members express negative opinions or perceptions about the substitute teachers? Why do students disrespect the substitute teachers? These are questions not easily answered by the quantitative research designs. They are, however, the type of questions best answered by qualitative research methods. Thus, based on the literature review, the researcher decided to use a case study that requires to create and administer to all participants the surveys regarding specifically the opinions or perceptions and performance of substitute teachers, their impacts on students' learning process, and suggestions for improvement. The survey was anonymous. The researcher used a participation letter to determine participant consent to participate in the study by completing and submitting the anonymous survey. This study also required him to meet with classroom teachers, school administrators, substitute teachers, and the parish administrator in order to have interviews to a convenience sample of time to them. After data collection, the researcher returned to the school and district office to verify some information that seemed not accurate or credible.

Data collection. According to Stevens (2012), an individual interview is a valuable method of gaining insight into people's perceptions, understandings, and experiences of a given phenomenon and can contribute to indepth data collection. Although a survey is a method of sociological investigation that uses question to collect information about how people think and act, the investigation through the survey was based on standardized, open-ended questions. Thus, based on the literature review and the researcher's experience, a survey was created regarding specifically the opinions or perceptions and performance of substitute teachers, their impacts on students' learning continuity, and suggestions for improvement.

Surveys were sent to a sample of substitutes, classroom teachers, and school administrators. Of the 42 surveys sent out to the school site, 30 completed the surveys, which is a completion rate of 71%. Each participant filled out a survey about his or her thoughts, feelings, and appreciations regarding substitutes. In addition, the researcher met with classroom teachers, school administrators, substitute teachers, and the district administrator in order to administrate the interviews. The researcher interviewed three substitute teachers, 10 classroom teachers, one school administrator, one parish priest, and one district administrator.

Thus, the substitute teachers expressed their opinions or perceptions regarding their integration, the classroom teachers expressed their opinions or perceptions about substitute teachers and their relationship, and the school administrator expressed his opinions or perceptions about substitute teachers and the strategies to ensure substitutes' productive instructional day. To determine what progress has been made and what changes are needed to increase efficiency and effectiveness of substitute teachers in the teaching and learning process, the interviews with the parish priest and the district school's administrators were to identify what opportunities are offered to substitutes to facilitate their jobs and gather their perspectives about

substitutes.

Data analysis. Data analysis was performed using traditional methods in order to organize the raw data (i.e., surveys and interviews) and link them with memos and data bites. From the nonnumeric data collected through various sources, the researcher created and explored documents, and he created a node or theme for coding data and explored to organize project nodes. Then, the researcher edited and organized sets of documents and nodes. He analyzed surveys, interviews, and document data and generated theoretical propositions related to substitute teachers' perceptions and their relationships with school staff.

Ethical Considerations

According to the consent form's terms and especially keeping the participants information private, the researcher took extreme care to protect and strictly maintain confidentiality and privacy. He kept anonymity by assigning a pseudonym to each participant. The researcher used the generic term administrator for the principal and her assistant principal, as well as for the two priests who were members of the structural administration of the school.

During the interview sessions, the researcher observed, listened, and interacted with the participants. Stevens (2012) pointed out that interviewing cannot be divorced from looking, interacting, and attending to more than the actual interview words. Observation was another form of actively collecting data that allowed the researcher to see the participants share their experiences, impressions, personal stories, and information with similarities and differences regarding the same facts.

Trustworthiness

Yin (2003) suggested three principles of data collection to increase the validity and reliability of a case study. Therefore, the researcher completed the following steps to adhere to

the principles:

1. The researcher accomplished triangulation by using four types of data-collection procedures: survey, interviews, observations, and archival data analysis to provide multiple sources of evidence for the study findings (Murdoch, 2011).

2. The researcher used member check. After data collection, the researcher returned to the school and district office for more information needed and to verify some information, especially to double check with 80% of the participants' answers regarding their interview to establish the credibility about their expressed thoughts (Taylor & Bogdan, 1998).

3. The researcher used traditional method to create a case-study database by combining collected evidences (e.g., documents, archival records, interviews, direct observation), organizing evidences around research questions, and then reporting them (Yin, 2003).

The researcher has been working as an educator for more than 20 years. In that span, he served in the position of classroom teacher. However, he is presently a substitute teacher in the target district. His familiarity with both permanent and substitute teachers' issues allows him to feel the clear difference between the ways that school staff members treat a classroom teacher and substitute teacher. As a substitute teacher, the researcher immerses himself into that culture of challenges and perceptions. He often deals with lack of or inadequate lesson plans, lack of or poor classroom teacher collaboration, and inappropriate student behaviors and classroom management. The researcher substitutes in areas outside of his qualification. Therefore, he express his frustrations related to numerous technological or electronic devices that the classroom teachers' lesson plans require because he is not familiar enough with those materials. Also, he has realized that each school has its own policies of welcoming substitute teachers.

The researcher used his personal experiences to understand and voice strategies to better

solve the diverse challenges he faces during his substitute teaching. The skills, knowledge, and flexibility he gained as a classroom teacher allowed him to follow classroom teachers' lesson plans and adapt to different kinds of instructional settings on one hand and be able to manage and stop inappropriate students' behaviors, become familiar with students, and learn classroom teachers' rules and school regulations. Thus, the researcher established and maintained effective professional relationships with students, regular classroom teachers, and administrators. Consequently, most of the time, he substituted in a single school for a long time but in different classes.

He worked from time to time under a long-term substitute teacher contract that promoted him to stay in and manage only one class. Therefore, research is necessary to understand the effects of negative opinions or perceptions on substitute teaching and then take the needed actions toward the ineffectiveness of substitute teachers that will foster student learning process. Thus, this study could not only improve the caliber of substitute teachers but also contribute to enhance substitute teaching programs.

The National Education Association (2012) suggested that it is crucial to professionalize substitute teaching. With the right set of tools, all substitute teachers can meet or exceed expectations of school district staff, students, and possibly even themselves. Thus, it sets up a clearinghouse for research and best practices, formal training sessions that include development and practice of effective strategies for classroom management, lesson plan interpretation, instructional strategies, professional ethics, school expectations and procedures, a rigorous evaluation component, and professional substitute teacher resources. Considering the importance of these suggestions, formal training of substitute teachers can improve the quality of education, lower school district liability, reduce the number of student and faculty complaints, and increase

the effectiveness of substitute teachers and the positive impact on student achievement. The National Education Association also emphasized the following:

To promote quality educational experiences in the classroom by professionalizing substitute teaching, by establishing credentialing requirements for substitute teachers, providing training and professional development opportunities for substitute teachers, establishing rights which accrue specifically to substitute teachers, guaranteeing the adequate compensation of substitute teachers, and affording permanent status to substitute teachers in the State. (p. 9)

Summary

The main strategies or methods of collecting information were essentially based on the school's substitute teachers, classroom teachers, school administrators, parish priest, district administrator's opinions, and the existing documents. The study examined, evaluated, and determined how negative opinions or perceptions of substitute teachers by classroom teachers, school administrators, and students influence the student learning at the site. It is important to know those opinions, conceptions, and expectations about substitute teachers in the studied school as well as the impacts. Therefore, Chapter 4 reports the results of the survey, interviews data, and observations.

Chapter 4: Results

This study investigated the opinions, feelings, appreciations, and experiences regarding substitute teachers and the substitute teaching program. It also examined the quality of relationships among regular classroom teachers, administrators, and substitute teachers, as well as opportunities offered to regular classroom teachers and substitute teachers about substitute teaching issues and concerns. A qualitative case-study method was used to address the three research questions. A survey and interviews formed the two foundations of data-collection procedures of this study. Thus, this chapter reports the results of the survey data collected in Phase 1 and then presents the results of the follow-up interviews conducted with a small sample of volunteer respondents in Phase 2.

Phase 1: Surveys

Phase 1 involved 30 participants (i.e., administrators, classroom teachers, and substitute teachers) who completed the survey forms and returned them to the researcher. Of the 42 school personnel who received invitation letters to participate in the survey, 30 responded, which gives an overall response rate of 71%. The sample was composed of 21 regular teachers (70%), five substitute teachers (17%), two school administrators (7%), one parish priest (3%), and one parish administrator (3%). Respondents' opinions helped to describe, analyze, and understand what they said and how they felt about each other, as well as how relationships were built between substitute teachers and school staff on one hand and how they created a picture of the work environment on the other hand. The survey was used to obtain opinions about substitute teachers, collaboration of classroom teachers and substitute teachers, school administrators' contributions to the improvement of substitute teaching, the role of professional development for substitute teachers, and the impact of those opinions on substitute teachers.

When surveyed on the perceptions of students' attitudes toward substitute teachers, 86% of the respondents viewed the students at this school of religious education as cooperative toward substitute teachers, against 3% who reported an uncooperative view from students. Also, 11% of the respondents expressed that students were neither cooperative nor uncooperative. Table 1 presents a summary of the opinions and perceptions of students toward substitute teachers.

Table 1

School Staff Perceptions of Students' Attitudes Toward Substitute Teachers

Opinion	No. participants	%
Very cooperative	16	53
Somewhat cooperative	10	33
Neither cooperative nor uncooperative	3	11
Somewhat uncooperative	1	3
Very uncooperative	0	0

To the statement regarding the opinions of classroom teachers vis-à-vis substitute teachers in the matter of production, 87% of respondents affirmed that substitute teachers were productive, compared to 3% who said they were unproductive. Meanwhile, 10% of the participants said they were neither productive nor unproductive. The large majority of the school administrators (87%) expressed that the productive teaching-learning process took place, regardless of their expectations about when substitute teachers take charge of the classroom. However, 3% hoped that substitute teachers just kept control of students' behaviors (see Table 2).

Collaboration between classroom teachers and substitute teachers at this school was characterized by the following data. Among the participants, 83% thought that classroom teachers often provided substitute teachers with adequate lesson plans, materials, and

information to succeed in their instructional activities, and 3% responded that classroom teachers rarely provided substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities (see Table 3).

Table 2

Classroom Teachers' Opinions of Substitute Teachers

Opinion	No. participants	%
Very cooperative	14	47
Somewhat cooperative	12	40
Neither cooperative nor uncooperative	3	10
Somewhat uncooperative	1	3
Very uncooperative	0	0

Table 3

Collaboration of Classroom Teachers and Substitute Teachers

Opinion	No. participants	%
The classroom teachers often provide substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities.	25	83
The classroom teachers rarely provide substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities.	1	3
The classroom teachers often provide substitute teachers with busy work or video.	2	7
The classroom teachers provide substitute teachers with low-level work or previous works.	2	7

Seven percent of classroom teachers often provided substitute teachers with busy work or video activities. Therefore, 7% of classroom teachers provided substitute teachers with just low-level

work or previous work. Cooperation and production rates were significantly higher than uncooperative and unproductive ones.

Eighty percent of the participants reported that the school administrators provided positive contributions to substitute teachers' tasks in meeting the students' learning needs, against 20% who skipped the questions; however, there were no respondents who expressed the negative contributions of school administrators. The school administrators showed high support rates toward substitute teachers and substitute teaching (see Table 4).

Table 4

School Administrators' Contributions to Improve Substitute Teaching

Opinion	No. participants	%
Positive	24	80
Negative	0	0
None of the two	6	20

Ninety percent of the respondents reported their satisfaction about substitute teachers' access to ongoing professional development in the surveyed school, compared to 7% who expressed their dissatisfaction. Professional development provided the highest satisfaction rate (see Table 5). Impact of students' attitude on the teaching learning showed the following rates: 87% of the respondents expressed a positive impact of students' attitudes on substitute teaching, compared to 10% who expressed negative impact. Three percent expressed neither positive nor negative attitudes. Positive impact rate was significantly higher than the negative one (see Table 6).

Table 5

Role of Professional Development for Substitute Teachers

Opinion	No. participants	%
Satisfied	27	90
Dissatisfied	2	7
None of the two	1	3

Table 6

Impact of Student Attitudes on the Teaching and Learning Process

Opinion	No. participants	%
Positive	15	50
Somewhat positive	11	37
Neither positive nor negative	1	3
Somewhat negative	0	0
Negative	3	10

Regarding the impact of classroom teachers' opinions on their relationships with substitute teachers, 80% of the participants expressed positive views, whereas 3% viewed negatively the impact of those relationships. Also, 17% expressed neither positive nor negative opinions. The positive opinions of classroom teachers also showed the positive impacts on their relationship with substitute teachers (see Table 7).

The highest percentage (94%) of participants affirmed that classroom and substitute teachers' collaboration had positive consequences on the teaching-learning process compared to the lowest percentage (3%) of them who reported they thought there was negative impact. The other lowest percentage (3%) expressed neither positive nor negative expectations related to the teaching-learning process. Table 8 summarizes the highest positive impact rate of positive school administrators' expectations on their decision to support substitute teachers.

Table 7

Impact of Classroom Teachers' Opinions on Relationships With Substitute Teachers

Opinion	No. participants	%
Positive	14	47
Somewhat positive	10	33
Neither positive nor negative	5	17
Somewhat negative	1	3
Negative	0	0

Table 8

Consequences on Teaching-Learning Process of Administrator Expectations

Opinion	No. participants	%
Positive	20	67
Somewhat positive	8	27
Neither positive nor negative	1	3
Somewhat negative	0	0
Negative	1	3

Ninety percent of the respondents thought that classroom and substitute teacher collaboration had positive impacts on the students' continued learning, against 10% for negative impacts. Three percent reported neither positive nor negative impact on the students' continued learning. There were high consequence rates of the classroom and substitute teachers' collaboration on the students' continued learning (see Table 9). Ninety-three percent of respondents reported that school administrators' contributions positively impacted the students' continued learning, with 7% reporting negative impacts. Table 10 summarizes the significant

impact rate of the school administrators' contributions on the students' continued learning. When asked to report perceptions of the role of professional development, 97% of the respondents felt satisfied with substitute teachers' access to ongoing professional development in the surveyed school, and 3% expressed their dissatisfaction.

Table 9

*Consequences on Students' Continued Learning of Collaboration
Between Classroom and Substitute Teachers*

Opinion	No. participants	%
Positive	18	60
Somewhat positive	9	30
Neither positive nor negative	0	0
Somewhat negative	1	3
Negative	2	7

Table 10

*Consequences on Students' Continued Learning of Administrator
Contributions*

Opinion	No. participants	%
Positive	18	60
Somewhat positive	10	33
Neither positive nor negative	0	0
Somewhat negative	0	0
Negative	2	7

Phase 2: Interviews

Phase 2 of the study involved the participants who accepted to sit individually for an interview with the researcher. Of the 16 expected participants, 12 participated for the interviews.

To protect the identities of participants, each of the participants was assigned a pseudonym in the researcher's native language. The open-ended interview statements gave respondents the opportunity to provide more details related to their impressions about substitute teachers. Data collected in Phases 1 and 2 allowed the analysis and report of the findings regarding each research question.

Research Question 1. How do opinions of substitute teachers from classroom teachers, school administrators, and school personnel affect the teaching and learning process? This question was addressed through Survey Items I-A and I-C, which asked respondents to report their opinions regarding what students and classroom teachers do and say about substitute teachers. Also, through Interview Statement 1, respondents had to express the words they usually use to describe substitute teachers. The results revealed that 86% of the surveyed participants viewed the students as cooperative with substitute teachers, and 87% of them believed that substitute teachers were productive in the school system.

Through the interview, a majority expressed positive opinions about substitutes: The substitute is “a very important colleague,” “another good opportunity for children to learn,” “a helper,” “somebody who comes to go over the curriculum of the day with the students when the classroom teacher is not in class,” “a qualified part time person who comes to help,” and “a coworker in a difficult situation but necessary one.” A few expressed negative opinions: “Poor and suffering person who has no power of authority,” “a teacher who has the greatest task and challenges in the educational system,” and “a professional having poor control of students.”

Survey Items I-B, I-D, I-E, and I-F and Interview Statement 2 assessed the respondents' opinions regarding the consequences of positive opinions about substitutes on the quality of relationships between classroom teachers and substitutes on one hand and school administrators'

expectations when substitutes take charge of classrooms on the other hand. Answers to those survey statements demonstrated that 80% of the participants stipulated positive impacts on relationships between classroom and substitute teachers, and school administrators expected that the productive teaching-learning takes place when substitutes take charge of classrooms.

Results about Statement 1 in the interview revealed three types of answers. First, 50% of the participants said substitute teachers have positive impacts on students. They supported their statements with the following expressions: “under substitute teacher’s control,” “students learned with more fun,” “substitute teachers in our school have heart to teach,” “children learned like they were with their regular teacher,” “students learned with substitute teachers but only in a different perspective,” “students can learn because I have a teacher aide in my class,” and “sometimes my husband who is also certified came in and helped the substitute teachers.”

Second, 42% of the participants stipulated that the success of the substitute teacher depends on some particular conditions like how good the substitute is: “Does he or she have enough time to review the lesson plan?” “Does the regular teacher leave a good lesson plan?” “Students can learn if the substitute is a qualified one.” However, “if the substitute is a person from the street, students cannot learn something.” Third, 8% of the participants affirmed that some substitutes do not know the dynamics of the classroom. So it is not sure that they have positive impacts on students.

Findings related to Research Question 1 showed that classroom teachers and students had positive opinions about substitute teachers. In addition, school administrators had positive expectations that students can learn better when substitute teachers took charge of the classrooms. As a result, substitute teachers impact positively the teaching-learning process, and they also create a favorable climate for students’ learning continuity.

Research Question 2. What methods of collaboration and strategies can the classroom teachers, school administrators, and district personnel use to enhance substitute teachers' efficacy? To address these concerns, Survey Item II-A was used to identify what mostly characterized collaboration between classroom teachers and substitute teachers. Eighty-three percent of the respondents replied that classroom teachers often provide substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities. Interview Statement 3 asked about the most problems that substitute teachers reported about classroom teachers. Fifty percent answered that they had no idea or they heard no complaints from substitutes regarding classroom teachers, against 17% who affirmed they sometimes did not understand the lesson plans left by classroom teachers, or there was a lack of materials.

The rest (33%) evoked students' disturbing behaviors. Inversely, Interview Statement 4 asked about the most problems that classroom teachers reported about substitute teachers. There were two categories of answers: 67% of the participants reacted that substitutes who were already in the school system knew very well the classroom teachers' styles and the curriculum. Consequently, they taught well as classroom teachers, or they had no complaints from classroom teachers and students regarding substitutes. However, 33% confirmed that some substitutes did not follow the lesson plans or had classroom-management problems but not most of the time. Substitutes did not ask students to put back the materials after using them, or sometimes, substitutes are only babysitting.

Interview Statement 5 assessed the respondents' opinions regarding if substitute teachers were ignored in the building by classroom teachers and students. Only 17% of the participants had no idea about the question. However, a large majority (83%) responded that ignoring substitute teachers in the building is absolutely not the case. Among the supporting answers were

the following: “We are always very respectful in our school, and we welcome all visitors.”

“Here, everyone who comes in is like Jesus who comes to us and is one of our goals.” “Students and teachers are taught to respect each other.” “We always welcome substitutes.” “We work as a family, so we show respect to each other and care for each other.”

Research Question 3. How can the professional development of substitute teachers improve instruction? In addition to the diverse themes developed during the professional-development sessions, the school of religious education has other variety of forms of practices and sharing of knowledge that are like professional development in themselves. The survey and interview revealed some types of organizations in helping all teachers, including substitutes, to improve professionally for an efficient instructional classroom management. Among the strategies were having teacher aides in the classrooms, coteaching, online classes and workshops, participation of classroom teachers, teacher aides, and substitute teachers in all meetings, same opportunities for professional development offered to all, school works as a family, and integration of substitute teachers in the school system. Also, the survey showed that 90% were satisfied with the substitute teachers’ access to the ongoing professional development in the school, against 7% who expressed their dissatisfaction.

Summary

The data obtained through survey and interview revealed that school administrators, classroom teachers, and students at the study site had positive opinions about substitute teachers. They also had positive expectations that students can learn better when substitute teachers took charge of the classrooms. Classroom teachers often provide substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities. The

opportunities for ongoing professional development are offered to all staff including substitute teachers, and the school works as a family. There is an integration of substitute teachers in the school system. As a result, substitute teachers impact positively the teaching-learning process, and they also create a favorable climate for students' learning continuity. The discussion related to both Phase 1 and Phase 2 of the study is presented in the next chapter.

Chapter 5: Discussion

Introduction

The purpose of this study was to explore opinions or perceptions toward substitute teachers and how those opinions or perceptions impact the school's culture and students' learning process. Data from the literature review and findings from the study site do not converge on the same conclusions. The literature review's results consistently point out the significant negative effects of negative opinions on the teaching-learning process as well as students' learning continuity. However, findings from the study site clearly revealed some positive images and opinions about substitute teachers that positively impact the teaching-learning process and students' learning continuity. Each side comports the factors that support its situation; therefore, this chapter discusses the different situations related to each research question.

Discussion of Results for Research Question 1

How do opinions about substitute teachers from classroom teachers, school administrators, and school personnel affect the teaching and learning process? The purpose of the first research question was to find out if there are negative or positive perceptions about substitute teachers and what effects these ideas have on the teaching and learning process. There is a gap between the school staff members' opinions about substitute teachers in literature review and those in the study site. In the literature review, the negative perceptions and images about substitute teachers are persistent with negative and serious repercussions on teaching and learning process, whereas the study site showed a positive image of substitute teachers and presented them as teachers with teaching skills and able to maintain students' learning continuity in the absence of classroom teachers.

Many factors support the negative and persistent perceptions and images about substitute teachers in the school staff members. The term substitute is often synonymous with pushover (Sklarz, 2013). Substitute teachers are stabilized configurations with a position that represents “discontinuities, ruptures, and cracks in history” (American Center for Educators, 2010, p. 2) and “a lost day for most kids, regardless of the qualifications of the sub” (Kronholz, 2013, p. 23). The full-time teachers consider the substitute as an “incompetent, unqualified teacher; the substitute as a deviant outsider; and the substitute as a guerilla educator” (Weems, 2003, p. 257).

Many factors justify the serious and negative impacts of the school staff’s negative opinions on substitute teachers and students learning. Heitler (2012) affirmed that efficacy beliefs are influenced by what some people say to others about what they believe they can or cannot do, but Bandura (1997)’s theory addresses it by recommending classroom teachers and other staff to question their self-worth, despite being very competent, if important others do not value their accomplishments or if they are members of groups that are not valued by the society. Then, Bandura adds, people who have been persuaded that they lack capabilities tend to avoid challenging activities that could cultivate their potentialities. They give up quickly in the face of difficulties.

Negative opinions about substitute teachers lead classroom teachers and school staff members to have low priorities, low expectations (i.e., babysit students), and low respect for substitutes (Finley, 2013; Lofthouse, 2014). The negative perceptions also create feelings of disappointment and failure in substitute teachers because it represents a profession that often seems designated for failure. It is hard work with little respect or support (Bouley, 2014). Those attitudes also create a loss of substitutes’ dignity (i.e., the substitute pay was equivalent to flipping burgers or their work was janitorial) and negatively impact the quality, morale, and

effectiveness of substitute teachers (Cardon, 2002; Clark, 2007; Cross, 2014; Ryan, 2000).

Opinion studies about the effectiveness of substitute teachers revealed that substitutes may negatively impact student learning (Damle, 2009; Miller, 2012). School staff members often find substitute teachers to be unproductive, and they qualify the substitute's teaching day as the waste of a day or a play day (Cardon, 2002). Studies investigating the opinions of teachers, students, substitute teachers, and administrators have reported that the regular teachers and administrators have limited confidence in the ability of the substitute teachers to accomplish quality teaching and learning in the classroom (Damle, 2009).

The literature review highlighted the negative images and opinions about substitute teachers and confirmed that substitute teachers impacted negatively the teaching-learning process as well as students' learning continuity (Cross, 2014; Granowicz, 2010; Weems, 2003). School principals shared their thoughts, tips, and strategies to help school leaders improve, neutralize, or eliminate resistant and negative teachers by stipulating that negative attitudes could infect other members of the team and eventually an entire school community (Education Service Center, 2014). Negative perceptions are not the only factors that negatively affect substitutes.

Most issues and concerns in schools, such as challenging work conditions (Byrne, 2010; Damle, 2009; Sheehy, 2012), are also the rivers of ineffectiveness that inundate substitute teachers. For example, students often react to noninstructional lessons with more behavioral problems (Kronholz, 2013). They were not on the path to becoming better teachers and valuable assets to a district (Wisconsin Education Association Council, 2008). As a result, the productive teaching-learning process does not take place, and students' learning continuity is lowered when substitutes teach (Baker, 2010; Cardon, 2002; Glatfelter, 2006). Bandura (1997) confirmed the above failure by saying that the environments under which one performs are the most powerful

sources of self-efficacy. Perceptions of failure attempts usually diminish self-efficacy. Permanent faculty and staff members in the literature review and those at the study site differed in their perceptions about substitute teachers.

Conversely, there are disconnects between the way the literature review presents substitutes' images and their production and those presented by the study site. The qualitative study focused on the school of religious education through administrators, classroom teachers, and substitute teachers. The study explored their opinions about substitute teachers, and they provided a professional experience that showed a positive image of substitute teachers. The study also presented substitutes as teachers with teaching skills and able to maintain students' learning continuity in the absence of classroom teachers.

The positive image of substitute teachers at this school of religious education came directly from the survey and interviews with participants within that school. Eighty-six percent of the respondents viewed the students at this school of religious education as cooperative toward substitute teachers. The interviews also revealed positive opinions about substitute teachers through some terms used by participants to qualify them. They referred to the substitute as a "very important colleague," "another good opportunity for the children to learn," and "a qualified part-time person who comes to help."

The principal of the study school stated that there are no negative opinions in her school. She added, for example, that some substitute teachers were classroom teachers in the past. However, based on their current schedules and commitments, they could not keep teaching in the permanent position and decided to assume the substitute teaching position. The principal stated, "There is no alienated, marginalized, or disconnected teacher in our school." One administrator commented, "Substitute teachers are visible and offer their services efficiently in that school.

They are not guests but are classified and treated as valued teachers who are members of the teaching faculty.”

The high percentage relative to positive opinions about substitute teachers in the studied school can also be explained by the fact that all faculty and staff believe in one God, in Jesus Christ, and the holy Catholic Church. Their profession of faith is reinforced by the sacred scripture and sacred tradition that revealed, invited, and commended them to, among others, love each other, respect other's dignity, bind closely together, and communicate one with the other or treat others as they would want to be treated. Also, their belief invites them to come together in some fashion to form one thing and move toward the same goals. As recently as 2008, Pope Benedict XVI, during his visit to the United States, emphasized that every Catholic institution is a place to encounter the Living God who, in Jesus Christ, reveals His transforming love and truth.

There were other differences raised at the study site, such as competencies, abilities, efficacy, and performance. Opinions from the participants had positive effects on the way substitutes influence their students' learning continuity. The survey revealed that 87% of the respondents expressed a positive impact of students' attitudes on substitute teaching. Eighty-seven percent of respondents affirmed that substitute teachers were productive, compared to 3% who said they were unproductive. Regardless of their expectations about when substitute teachers take charge of the classroom, the large majority of school administrators (87%) expected the productive teaching-learning process to take place, whereas 3% thought that substitute teachers just keep control of students' behaviors. Bandura (1997) claimed the above performance accomplishments by stating that the environments under which one performs are the most powerful sources of self-efficacy. Positive image and environments usually enhance

self-efficacy. O'Connor (2009) shared the following:

When a substitute is made to feel part of a school community and culture, a ripple effect of benefits is created: comfort with students and their academic, social, and behavioral needs; Increased willingness of substitute teacher to reach out to others on the staff to ask questions, learn more about the school, and feel more engaged; Improved ability for substitute teacher to learn about and use the supplied curriculum and lesson plans, providing an improved probability for instructional continuity; Enhanced familiarity with the substitute teacher's trust, confidence, and potential for improved rapport with parents. The substitute teacher becomes more viable members of the overall school community. (p. 35)

Positive impacts of substitute teachers and substitute teaching on students' learning continuity at the school of religious education can also be justified by the fact that, by working together and getting positive results, classroom teachers, other staff members, and substitutes show the acts of supporting and confirming their faith. Thus, school staff and substitutes follow the sacred scripture and the sacred tradition of the Catholic Church in order to ascend into heaven or the eternal life. This key factor models and motivates the school staff and substitutes' positive attitudes, collaboration, and consideration of each other.

However, it is very important to pay close attention to some negative data. For example, 3% of respondents reported an uncooperative view from students, and 3% thought that substitute teachers just keep control of students' behaviors. That means negative opinions or sentiments about substitute teachers occurred at the study site. Three percent of respondents affirmed that substitutes were unproductive, and 10% expressed the negative impact of substitutes on students' learning continuity. The interpretation of those readings is that low negative opinions or values produce little negative impact on students' learning continuity but not significantly. The positive images regarding substitutes overpowered the negative ones, thus minimizing the negative impacts on students' learning continuity. Classroom teachers and school administrator at the study site used their power to label substitute teachers as positive as possible and for the best.

Based on the literature review, the words substitute teacher and unproductive teacher remain one and the same. These negative images and stereotypes were widespread, misled people's perceptions, came out with unsuccessful outcomes, and had causal effects on substitute teacher (Granowicz, 2010). There are serious repercussions in terms that substitute teacher is not able to function productively in the school system. In other words, administrators and classroom teachers made their own evaluations about substitute teachers. They did not believe that substitute teachers could influence the students' learning in a positive way.

Inversely, the study site presented realities that can be associated with more positive perceptions and successful patterns with positive repercussions on students' learning. The link between the positive perceptions and the productive impacts on student learning at the study site are developed later in the report. Meantime, the similarities between the literature review and the study site involve the negative perceptions about substitute teachers that remain on both sides. However, they did not produce the same effects on both sides.

Discussion of Results for Research Question 2

What methods of collaboration and strategies can classroom teachers, school administrators, and district personnel use to enhance substitute teachers' efficacy? It helps to gauge the satisfaction or dissatisfaction of classroom teachers, administrators, and district personnel and substitute teachers regarding their relationships. Otherwise, how do schools build positive relationship to get performance effects on substitute teachers?

The literature review and the findings in the study site showed two different situations. The literature review revealed numerous signs of negative relationships between classroom teachers and their substitutes, whereas the study at the school of religious education showed some diametrically opposed situations. The main emerging themes in literature review were

consistent with substitutes' problems. Administrators and classroom teachers showed no confidence in substitutes through statements that substitutes are lacking of power or authority, or they have poor classroom management and disciplinary skills. The results indicated that school staff members do not treat substitute teachers as teachers (Jehlen, 2004; Mason, 2012).

For example, classroom teachers neglect substitutes and regularly express that substitutes fail to follow lesson plans, they have poor classroom-management skills, and they unsatisfactorily discipline students (Bouley, 2014; Tannenbaum, 2000; Wilkinson, 2010). Furthermore, when a classroom teacher was absent, rarely was there time to plan significant learning activities. Too often, busy work became the assignment for the day (Baker, 2010). Videos are sometimes overused as substitute plan, and those videos are often not related to course goals, and teachers do not always provide suggestions for what students should do or discuss before, during, and after watching them.

The main objective seemed to be keeping students quiet. Those types of collaborations cannot foster mutual respect or trust but deviated substitutes from their original functions and weakened their effectiveness. Based on the literature review, substitute teachers experienced negative value of collaboration with classroom teachers. They did not work together to address the shared concern, which is students learning when classroom teachers are absent. There is a wall of isolation between classroom teachers and their substitutes. So, there is no satisfaction from both classroom and substitute teachers in terms of relationship and is linked to greater student challenges with success.

The components of effective collaborative cultures are to develop a more collaborative culture that will create a climate of collegiality, trust, and shared concerns. It is important to offer opportunities to classroom teachers and substitutes for talking together about the same students

they have to teach effectively toward the expected levels. The study at the school of religious education showed some diametrically opposed situations. The survey revealed that 86% of the respondents viewed students as cooperative with substitute teachers; 83% of the surveyed participants confirmed that classroom teachers often provided substitute teachers with adequate lesson plans, materials, and information to succeed in their instructional activities.

The interviews revealed that 50% had no idea or they heard no complaints from substitutes regarding classroom teachers; 67% of the participants reacted that substitutes knew very well the classroom teachers' styles and the curriculum. Consequently, they taught well as classroom teachers, or they had less or no complaints from classroom teachers and students regarding substitutes. In addition, a large majority (83%) responded that ignoring substitute teachers in the building is absolutely not the common practices. Among the supporting answers, there were examples: "We are always very respectful in our school, and we welcome all visitors." "Here, everyone who comes in is like Jesus who comes to us and is one of our goals." "We always welcome substitutes." "We work as a family, so we show respect to each other and care for each other."

The message of the Scriptures in support of practical collaboration is clear (1 Corinthians 3:4-9), so positive relationships between classroom teachers and substitute teachers at the school of religious education are consistent with the school environment and their convictions to the fundamental religious values. The positive school environment in which classroom teachers and substitute teachers work can be justified, such as by the pleasant and moral expressions: "We are always very respectful in our school, and we welcome all visitors." "We always welcome substitutes." "We work as a family." These expressions are inspired by the doctrinal elements of the biblical vision of the human person (e.g., respect each other, equal dignity, love and honor

each other, caring for others).

The manifestation of the faith in classroom and substitutes teachers' attitudes and actions can be translated by their pleasant feelings in the following statements: "Here, everyone who comes in is like Jesus who comes to us and is one of our goals." "Others are always treated with respect." Therefore, the dimension of the religious belief plays a significant importance to the mutual respect and fruitful collaboration between teachers. Classroom teachers and substitute teachers, enlightened by faith in Jesus Christ, work toward an active collaboration. Self-efficacy and collective-efficacy, as suggested by Bandura (1999), can be used to support the positive relationship at the study site. Indeed, there are continuous reciprocal interactions between classroom teachers and substitutes and the important influences plays by the school environmental through modeling and reciprocal determinism.

There are also differences between the impacts that the relationships have on substitute teachers and students' learning continuity. The literature review showed that negative collaboration between classroom teachers and substitutes produces feelings of marginalization and isolation in substitutes (Cross, 2014; Hall, Stevens, & Meleis, 1994; Vorell, 2012). According to Russo (2001), substitutes have several reasons: "No one visited the classroom during the school day," "I eat by myself in the staff lunchroom," or "No one welcomed us to the school" (p. 10). These experiences illuminate the significant impacts of lack of integration on substitute teachers and schools. Most classroom teachers did not consider substitute teachers to be effective professional educators. Poor student behavior could have a harmful effect on the substitute teacher's retention (Finley, 2013). Vague lesson plans produce for the substitute a great deal of frustration and limit the degree of classroom control that substitutes can assume; therefore, they lead to a chaotic classroom environment (Lale, 1977).

As a result, these negative outcomes hurt and keep drawing substitute teachers back in (Bouley, 2014, Cross, 2014; Flanagan, 2012). The National Association of School Psychologists purported that marginalization, prejudice, and discrimination harm not only all children and youth, but also the different groups represented in the school community and have a profoundly negative effect on school achievement, self-efficacy, and social-emotional growth. In accordance with the standards for ethical and professional practices for school psychologists, school psychologists should continually engage in critical self-reflection to identify personal biases and work to establish positive, productive relationships with students, families, and colleagues from all backgrounds. Also, they should advocate for structures that support equitable access and participation in educational opportunities for members of different groups (Sullivan & Avant, 2009).

Inversely, the study site revealed that the collaboration between classroom teachers and their substitutes made them feel happy about themselves, and they realized that their professional partners really care about them. Ninety percent of the respondents thought classroom and substitute teacher collaboration had positive impacts on the students' continuing learning. Classroom teachers greeted substitute teachers when they arrived in their school, provided assistance, and made sure substitutes had the materials and information they needed. When classroom teachers respected substitutes and assumed their responsibilities by doing a good job and leaving behind credible lesson plans, students would not challenge substitutes and significant learning would happen (Finley, 2013). Bandura (1999) supported the positive collaboration by stating that positive relationships provide substitutes with a strong sense of self-efficacy.

Teachers who believe that their colleagues are able to behave in ways that promote student achievement indicate high collective efficacy, added Goddard and Goddard (2001). In

this perspective, substitutes view challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments. Confirming the importance of teachers' behavior, Cardon (2002) indicated that teacher behaviors were not only the most significant predictor of student progress over the year, but also significantly affected teacher beliefs and self-efficacy. Collaboration between classroom teachers and substitutes contributes to create a development of climate that fosters students' learning continuity at the study school (Wisconsin Education Association Council, 2008).

There are no similar correlations: The negative relationship between classroom teachers and their substitutes revealed the patterns of disconnection, rejection, and nonconsideration of substitutes with the failure to achieve their goals. The positive relationship between classroom teachers and their substitutes in the study site showed trust, connection, and interaction with willingness to cooperate, team performance, and expectation of productive teaching learning.

Poor working conditions are another reason for negative workplace relationships (Mayhew, 2014). School administrators in the literature review had negative perceptions about substitute teachers and then allowed classroom teachers and other staff members to adopt negative behavior and relationships toward substitutes within their schools, compared with the administrators at the school of religious education who promote positive behaviors and relationships. The positive example from this school of religious education fosters substitutes' effectiveness and benefits students.

Bouley (2014) expressed frustration by saying that it was becoming difficult to find effective, responsible, professional substitute teachers willing to do the job due to the low pay and, in some school environments, the lack of professional respect. In addition, students are

always questioning the status of the substitute as a real teacher. The expressed frustration translates the vibrant call on the fundamental challenges and importance of school leadership that school administrators are the key to a successful staff, students, parents, and school community (Wallace Foundation, 2012). Respect, for example, is a key step in building strong relationships. When respect is absent or lacking, relationship breakdown often occurs, and conflicts and problems appear between coworkers and within organizations. Additionally, in a school with a negative culture, teacher relations are often conflictual, the staff members do not believe in each other, and negative attitude prevails. They lack faith in the possibility of realizing their visions (Education Service Center, 2014).

Inversely, in a school with a positive culture, staff members, students, administrators, and community members are all seen as learners and equal partners. All teachers have been trained in a reading-intervention program called the Collaborative Literacy Intervention Project, and the staff members expect and encourage collaboration and sharing. In fighting a negative culture in schools, school principals are exhorted to nurture positive aspects among others seeking opportunities of collaboration (Education Service Center, 2014) and to build trust within the school starting at the very top. As the top management leaders in the school system, principals have the responsibility to set the positive example and then build that example into every school department and in every staff members no matter what status.

The substitute teacher may be the most intelligent and capable instructor in the world, but, to students, his or her credibility is immediately under scrutiny (Education Service Center, 2014; Wisconsin Education Association Council, 2008). In this perspective, the Center for Catholic School Effectiveness (2012) stated, “Catholic school governance and leadership can be seen as a ministry that promotes and protects the responsibilities and rights of the school

community” (p. 12). The school of religious education board developed some relevant discipline plans and routines, and students already knew the consequences for misbehaving. Classroom teachers and administrators took adequate actions against undisciplined students when substitute teachers referred them to office for disciplinary problems or any other reason (Wolff, 1950).

They show great supports to any substitute and respect to any student who refrains from the interruption of the instructional activities during regular teachers’ absences. When students misbehaved toward substitutes, “they had to write letters of apology to substitutes. These regulations “mold the heart and minds of students” (Tannenbaum, 2000, p. 11) so that disciplinary problems are not among the top concerns expressed by substitute teachers.

School administrators also developed a routine that allowed classroom teachers to enhance interactions with substitute teachers employed in their building. Most substitutes know the school’s routines as well as students, and they have been well accepted by the students. School administrators offered orientation, training, and staff development sessions for classroom teachers, substitute teachers, and administrators. Providing professional development for all staff members including substitute teachers would enhance the performance of substitute teachers and benefit students. Indeed, substitute teachers would interact and learn from other teaching professionals, as well as gain knowledge and skills that would allow them to provide efficient instruction to students.

Therefore, all of those actions and strategies increase substitutes’ confidence to assume their responsibilities, encourage their teaching, and involve them in the way that makes them feel as part of the school (O’Connor, 2009). Sixty percent of school administrators at this school of religious education expect a productive teaching-learning process to take place when substitute teachers take charge of the classroom. The consequences of the collaboration between classroom

and substitute teachers are characterized by 60% of positive impacts on the students' continuing learning. In addition, the participants stated that administrators, classroom teachers, and students like to welcome another teacher in the building. That is, the school of religious education greets and welcomes substitutes. All substitutes come from the parish. They already know the other staff members and are comfortable to work with each other. Reciprocally, substitutes praise the school environment in term of giving them more credibility for their opinions. As a result, there is no culture of indifference about the substitute teacher's quality of instruction.

One of the principal differences at the school of religious education is that the administration of the school rarely calls substitute teachers for available jobs. When there is a need to be absent, classroom teachers are in touch with substitute teachers who know the class routines and whom students knew before and discuss the lesson plan for the day. This strategy allows substitute teachers to step into the class and pick up on lessons with the benefit of knowing exactly where the classroom teacher left off or what material students already have covered. In addition, finding substitutes to fill the classrooms causes no additional stresses for administrators. As a result, teaching-learning continuity takes place when the classroom teacher is absent.

Motivated by the professional requirements and their personal faith, the school of religious education's leaders have hands-on skills and encourage all faculty members to share the school's processes, principles, and best practices that enable effective collaboration. In this regard, there are positive attitudes and actions of classroom teachers and principals toward substitutes that play a key role in shaping, forming, or improving substitute teachers' professional growth as well as promoting and measuring their effectiveness in classrooms (Pearlman, 2002; Wisconsin Education Association Council, 2008).

Discussion of Results for Research Question 3

How can the professional development of substitute teachers improve instruction?

Trainings, workshops, teaching strategies, and changes are needed to be developed in order to increase substitute teachers' efficiency and effectiveness. Most teachers and principals reported that time and opportunity for professional development has not increased. More than six in 10 teachers say that time to collaborate with other teachers (65%) and professional-development opportunities (63%) have either decreased or stayed the same (MetLife, 2013). These statistics imply that professional development is among the most difficult challenges in the educational system. Federal mandates, state accountability plans, and greater local accountability all point to the fact that continuous school improvement is not optional but required (Archibald, Coggsall, Croft, & Goe, 2011; McCaw & Borgia, 2004).

This study revealed two different ways of approaching the professional-development strategies toward substitute teachers. The literature review presented a failure in the matter of offering professional-development opportunities to substitute teachers. On the other hand, the school of religious education presented positive realities in this matter. The literature review revealed a failure in the matter of offering professional-development opportunities to substitute teachers. Indeed, the school system failed to offer regular professional development of efficient and effective programs to substitutes or fundamental training of substitute teachers to create a dynamic substitute teachers' pool and improve the quality of education (Mizell, 2010; Williams, 2010; Wisconsin Education Association Council, 2008).

Inaccurate or lack of lesson plans (Glatfelter, 2006; Lewis, 2012), and insufficiency of training (Norton, 2013) are also challenges that substitute teachers face every day. Lack of evaluation means substitutes did not receive and expose to suggestions for improvement. They

were not globally aware of changes that must occur to improve their teaching skills (Thessin & Starr, 2011). To answer the question about the impact of professional development on teachers and students, one of the most accurate answers is that “all teachers must have ongoing access to technical skills, complex knowledge, sophisticated tools, and research-based techniques to ensure that they are—and continue to be—successful with all students” (Archibald et al., 2011, p. 1).

As a consequence, there are multiple calls from different horizons to provide substitutes with professional developments. For example, many studies strongly recommended substantive training for the substitutes to achieve better student outcomes (Reeves, 2010; Williams, 2010). Furthermore, the National Education Association (2012) cautioned that formal training of substitute teachers has been shown to improve the quality of education, lower school district liability, reduce the number of student and faculty complaints, and increase the effectiveness of substitute teachers and their impact on student achievement. The National Education Association also made the following statement:

Schools must promote quality educational experiences in the classroom by professionalizing substitute teaching, by establishing credentialing requirements for substitute teachers, providing training and professional development opportunities for substitute teachers, establishing rights which accrue specifically to substitute teachers, guaranteeing the adequate compensation of substitute teachers, and affording permanent status to substitute teachers in the State. (p. 9)

Based on this discussion and especially on the literature review, the concerns to rise are that, if substitute teachers are incompetent with poor instruction or if they are under negative labels or bad reputations, why has the school system allowed them to remain in the schools for many years? Why tolerate so long those negative images in the school system? Why do schools fail to debate seriously substitute teaching's failure?

Meantime, in the school of religious education, professional development toward

substitute teachers has a positive association with student learning because the school increases the amount of professional-development trainings that improve the teaching strategies.

Therefore, substitute teachers become more effective. Positive realities in matter of offering professional development to substitute teachers at the study site are supported by not only 90% of the respondents' satisfaction for their access to ongoing professional development, but also many types of trainings, such as coteaching, teaching aids, meetings through masses, and so forth. The same opportunities for professional development were offered to all staff, including substitute teachers. Substitutes participated in trainings, workshops, and seminars as classroom teachers. By taking part in any class, training, workshop, or staff development with classroom teachers and other staff, substitute teachers at this school of religious education become as qualified as classroom teachers they replace; they could share their concerns and problems with classroom teachers.

In addition, substitute teachers could help with the instructional program, give out work assignments, correct student work, update attendance records, and accomplish constructive work. They are familiar with the programs and methods and what classroom teachers have accomplished. Substitute teachers are also familiar with school rules, policies, daily schedules, classroom teachers' routines, and general classroom procedures. The studied school uses substitute teachers in the most effective way so that all staff and students are pleased with substitute teaching there, and the interruption or discontinuities or cracks of the teaching-learning continuity is seriously reduced.

There is not a culture of indifference about substitute teachers or the substitute teaching's quality of instruction because substitute teachers are involved in activities, integrated, and familiar with the classroom teachers' routines and the school teaching methods. Maybe the

concern can be expressed in terms of substitute teachers' execution of lesson plans that may not match the classroom teachers' intentions. The roots of success at the school of religious education can be explained in part that the school understood itself as a community, led by the existence of God and Christ. In the regard of these fundamental principles, all staff members are joined to each other by a relationship of love, respect, and care.

Together, the school leaders initiate and carry out strategies and methods that motivate and discipline staffs and students so that the students' learning continuity takes place (Mizell, 2010; Reeves, 2010). Interpreting the self-efficacy theory of Bandura, Maddux (2000) stated that self-efficacy "is what I believe I can do with my skills under certain conditions" (p. 4). It is important to know in detail under what specific circumstances substitute teachers performed at the school of religious education. Before developing the circumstances, it is significant to point out that failure of offering professional-development opportunities to substitute teachers in the literature review cannot be interpreted as the total absence of providing substitute teachers with professional-development opportunities.

Strategies and Methods at the Target Institution

Regarding the link between positive perceptions regarding substitute teachers and the productive impacts on student learning, the study found significant correlations. The examination of the school of religious education revealed the positive perceptions about how substitute teachers led administrators and classroom teachers to develop strategies with a range of key factors in order to perform the integration of all faculty and staff members, including substitute teachers. The integration's aim was to develop staff capacity, which, according to Heim (2012), is defined as dispositions, knowledge, and skills.

Integration of the faculty and staff members. The integration of the staff members at

this school of religious education is developed in many forms. The first and foremost key factor is that the school's mission and ideology are conducive to integration. All teachers, including substitutes, come from the only one Catholic family and church and are very attached to their profession of faith. They believe in only one Catholic and apostolic church, equality in the eyes of God, and show efforts of sharing support with each other. This conception develops the staff capacity to easily accept each other by creating an integrated school environment that destroys barriers between classroom and temporary teachers. As religious educators, they put theory in practice by being prompt to integration. The quality of the teaching strategies, the school leaderships, the size of the school, and the amount of parent involvement are among the important factors that explain the integration.

Coteaching system. There are two types of coteaching at the study school. The first one is to have a husband and his wife to take charge of one class. In the context of Genesis, woman is created as a vital helper of man (Gen. 2:4-25). The husband and wife use their existence in the unity and the communion of persons in the image of God to transform themselves as vital reciprocal helpers. Thus, they are equal partners who collaboratively work on the lesson plans (i.e., coplan) and coteach through their own strategy (i.e., who does what and when to take turns) to deliver class instructions and motivate students to do work. They use their harmonious relationship to approach the professional issues. When one of them is absent, class instructions keep going without discontinuity.

The second type of coteaching involves two or any other teachers who are paired to coteach a class. The coteachers are convinced that Christians are called to work together. In this sense, they supportively and complementarily coteach. Under these two forms of leadership strategies on coteaching, any substitute who steps into classroom finds an experienced

collaborator who guides and leads him or her to manage student behaviors and classroom instruction activities. Moreover, the absence of the regular classroom teacher and presence of substitutes are not felt as a gap by students who are learning.

Teacher aides. Teacher aides are primarily teachers in their first year of volunteering who seek to become teachers. Thus, new volunteers observe, receive advice, gain pedagogical knowledge and professional attitudes, familiarize themselves with the school's routines, and learn under experienced teachers. Together, they explore coteaching and experience collaboration strategies to enhance instruction for new faculty members in integrated classrooms (Dougherty, 1997; Reeves, 2010; Williams, 2010). Teacher aides also take classes and participate in the training or workshop program toward their certification. For them it is a year of orientation in learning how to implement the school system that provides them with collaboration and confidence in working with other teachers and dispositions toward integration (Heim, 2012; Reeves, 2010).

Under this condition, students see the teacher aide or any substitute teacher as a potential classroom teacher next year who will have the responsibility to evaluate them and grade their papers, evaluate students, provide them with feedback, and grade their works. They are among the useful sources of power that teachers have to control classrooms and student discipline at the school of religious education. Classroom teachers, teacher aides, and substitute teachers are all volunteers. They have zero benefits and no wages, but their decisions to teach were based on their faith that is the foundation of Christian life. Volunteering to teach or help teaching at the school of religious education is “a mirror of what it means to be a complete, mature follower of Jesus Christ and a wonderful way to serve the parish” (Center for Catholic Effectiveness, 2012, p. 2). As a result, classroom teachers, teacher aides, and substitute teachers are more favorable

toward and comfortable mixing with each other.

Meetings through masses. It is important to organize a mass every other Friday in which all staff members to include substitutes, students, and parents meet to pray together and have face-to-face conversations after the celebration of the mass. By meeting and knowing substitute teachers beforehand, and by realizing that substitutes also know their parents, students cannot take advantage of them or demonstrate poor attitudes when they are in charge of classrooms. Students would show self-discipline toward substitute teachers. Significantly, this strategy is one of the efficient opportunities for school staff members, students, parents, and community to better know each other for active communication and collaboration. The administrators at the school of religious education “play an important role in opening doors to parents so that they can become part of the school community and help their children as they navigate the educational system” (Center for Catholic Effectiveness, 2012, p. 22). Thus, they develop strategies and ongoing mechanisms that enhance all interested partners’ involvement in the school activities (U.S. Department of Education, 2011).

Small-sized classrooms. Keeping small class sizes in the school is another key factor in the school staff members’ integration. The school of religious education has an average of 15 students per class. Brewster and Railsback (2003) affirmed that small class size often offers more individual attention and better communication between instructors and students. Thus, there are five benefits through it: (a) Course work can be adapted to fit the class, (b) no-shows are noticed, (c) students receive more feedback, (d) there are more opportunities to learn from peers, and (e) transition to higher learning is easier. The substitute teacher in these environments has more opportunities to know each student’s name. For example, calling students by their names suggests recognizing them as individuals, showing respect, and inviting them for more attention

and better interactions. The small-sized classrooms also enhance substitute teachers' classroom-management skills, which is another key factor that reinforces the developed strategies.

Unique content-area certification. According to the school of religious education, substitute teachers who enter the field with a clear knowledge of what to expect and who are prepared, confident, and willing to give of themselves perform a vital service and can give added value to the educational system. At the school of religious education, the program for all grade levels and for all teachers is about understanding the faith and teaching skills. That means that there is only one content-area certification in which over 80% of classroom teachers, teacher aides, and substitute teachers participated. Having the same requirements as classroom teachers will mean that most substitute teachers learn the minimum competencies to teach a single subject. Substitutes teach only in their certified subject area, so there is no opportunity to assign substitute teachers for teaching out of their certified subject areas and grade levels. The difference between substitute teachers in their certified subject areas and those outside their subject areas is that the latter cannot teach but only babysit. They may not be in control of the classrooms.

In this situation, students lack self-discipline and show poor behaviors. The school of religious education developed a form of structural integration. As a direct result, there is no marginalization of substitute teachers by other staff, and substitute teachers assume their primary responsibility of students' learning continuity. In addition, the structural integration tends "to foster collegiality and trust amongst those working within the same school" (Larsen, 2005, p. 35). The substitute teachers' integration strategy is one of the efficient alternative solutions to control and manage the substitute teachers' problems in the school system, build substitutes trust and credibility, and offer them positive image that makes them feel comfortable in their work

and within their school environment (Larsen, 2005; Putnam, 2009).

Benefits of the Integration of Substitute Teachers

The integration of substitute teachers in the school system produced change in staff and substitute teachers' opinions, intentions, interactions, and appreciations that eliminates numerous challenges. The integration is one of the key mechanisms to eliminate isolation of substitutes from other staff (McClure & Cahnmann-Taylor, 2010), to avoid frequent incidents of frustration experienced by substitute teachers through illegal actions or reactions, poor judgment, inappropriate decisions, and lack of role modeling etc. (Bouley, 2014; Glatfelter, 2006). The integration of substitute teachers prevented the treatment of a substitute teacher "as a second-class citizen at my work place" (McHugh, 1997, p. 3). It avoids denying the substitutes' talents, skills, and education (Drake, 1991; Kreuz, 2012) and perceiving the substitute as "an incompetent, unqualified professional or someone who does not have the necessary credentials to become a regular full-time teacher" (Wolf, 2003, p. 153).

The integration of substitutes helps them not to spend time to find out where the classroom is and what assignment to give the students. Because substitute teachers are familiar to the school, students refrain themselves from asking the question to find out who they are. This is another way to avoid losing valuable learning time. A substitute who knows the routines of classrooms or school is able to identify students' academic strengths and needs as well as to integrate academic content and language instruction effectively. As a result, substitute could help students to achieve their goals (Norton, 2013). Recently, some public districts have started expecting classroom teachers to cover one another's classes, and some schools also employ long-term substitutes who are familiar with the school's culture.

However, using classroom teachers to cover another teacher's classroom or employing

long-term substitutes is more expensive for those schools (Zubrzycky, 2012). The most important aspect is that the school of religious education has no worry to spend money to replace absent classroom teachers. It uses no financial incentives to encourage performance. Therefore, there is no financial impact on the continuity of education for the children. One should recognize that there is some worry about the children when excessive use of substitute teachers leads to having different teachers standing in front of them regularly. However, according to the philosophy at this school, using substitute teachers is another positive opportunity for children to learn in a different way.

Data collection from the study site shows that teaching at the study school is to strengthen own credibility of once witness for Christ. It is also the primary responsibility of the parish members to teach their children the faith, how to stay engaged and gain indepth knowledge about the words in the Bible as well as to pave the way to improve self-faith. This tremendous sources of inspiration influences the way that substitute teachers are integrated into the school system with a positive image. Thus, substitute teachers, in their turn, impact positively substitute teaching and students' learning continuity. The fundamental question is to know the correlation between the favorable factors in the study's findings and the four main critical foundations of the theoretical framework of this study.

Research Findings Applied to Theoretical Framework

The social-cognitive theory of Bandura (1986, 1995, 1997, 1999) about teacher self-efficacy and collective efficacy was selected as the theoretical framework of this study. Self-efficacy is essential to the individual, and collective efficacy refers to the larger group in an organization. Bandura's learning theory is based on the demonstration of a reciprocal causality that a strong sense of collective efficacy enhances the teacher's self-efficacy beliefs, whereas

weak collective efficacy beliefs undermine the teacher's sense of efficacy and vice versa. The theory highlights that, within any organization, a sense of self-efficacy and collective efficacy helps to develop and improve powerful forces to adapt any challenge to new circumstances.

Asking the opinions of classroom teachers, administrators, and substitutes is a series of hierarchical measures regarding levels of self-efficacy and collective efficacy. The results show a satisfaction and an integration of substitute teachers at the school of religious education that meet Bandura's (1997) theory of self-efficacy and collective efficacy. For the efficient development of self-efficacy and collective efficacy, Bandura proposed four main sources.

Evidence of component mastery experience and teacher aides. Mastery experience involves the teacher as an individual to acquire knowledge, competencies, and self-regulations to manage ever-changing professional circumstances. As a group, teachers experience both successes that build a robust sense of collective teacher efficacy and failures that undermine it (Putnam, 2009). Using volunteers to serve as teacher aides in their first year at school and offering them the same opportunities to have access to professional development are important strategies of integration into the study school. The school adopted those strategies to drive force toward connections between new and experienced teachers, to provide new teachers with opportunities to apply skills they have observed, to expose and accommodate them to a variety of teaching-learning styles, and to make sense of the complexity of teaching experiences for them. Teacher aides were provided with greater incentive, motivation, and evidence of efficacy (Kotaman, 2010; Maddux, 2000; Mark, 2013).

The presence of teacher aides adapted to the importance of observational learning, imitation, and the reciprocal causation model of Bandura's theory (Hurst, 2014). The study school integrates and immerses teacher aides into a continuous interaction between experienced

teachers and them. By practicing both sense of self-efficacy and collective efficacy, the school's staff strengthened adaptation, optimism, professional work, confidence, and coping in regard to facing adversity or everyday problems (Betz, Borgen, & Harmon, 1996). The positive impacts of integrating teacher aides occurs when they become substitute teachers, are more aware of the school's challenges, gain a deeper understanding of the school's culture and environment, increase opportunities for their deeper levels of teaching and learning, and increase their levels for the mastery of teaching skills. This is empowering the substitutes' capacity to be more independent, to gain, and to promote higher self-efficacy for performing their tasks when they replace the regular teacher.

Evidence of component vicarious experience and coteaching. Vicarious experience implies that seeing people similar to ourselves succeed raises the observer's beliefs that he or she also possesses the capabilities to master comparable activities (Bandura, 1986). Vicarious experience is also a source of information, it is an effective way for teachers to develop and promote an effective instructional team, and it is capable of bringing about learning in students. Nothing is more modeling than witnessing other people successfully complete a task, and Bandura (1997) considered vicarious experience to be the typical way that human beings change. In addition, multiple studies showed evidence of the role that vicarious experiences play greater effects on performance experiences (Bandura, 1997; Lunenburg, 2011; Pajares, 2009; Wagler, 2011).

Maddux (2000) supported vicarious experience making us "believe that we are similar to the person we are observing" (p. 9). By promoting coteaching, the school of religious education developed a strategy of cooperative learning and provided two teachers in charge of the same and unique classroom with opportunities not only to learn from one another, but also to observe

and apply the teaching skills they have learned. It provided opportunities to teachers to work collaboratively, share ideas, knowledge and hypotheses to shape productive teaching-learning climate (Bowen, 2000; Dougherty, 1997; McKeachie, 2002; Putnam, 2009; Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001).

The school encouraged classroom teachers to organize structured cooperative activities. According to Norton (2013), “observing or being observed coteaching, appear rooted in the need for constructive experience that will allow for real growth as a coteacher” (p. 147). The greatest benefits are that, when using substitute teachers in a cotaught classroom, substitutes help to keep the same student-teacher ratios and to run the normal class day. Substitute teachers have opportunities to take advantage on the other coteachers’ expertise that enriches their teaching learning experiences and the collaborative learning environments.

Evidence of component social persuasion and positive image of substitute teachers.

Self-efficacy through social persuasion can lead individual teachers to strive to succeed and promote the development of professional skills and a sense of personal efficacy (Reeves, 2010; Williams, 2010). Teachers “function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences” (Bandura, 1999, p. 169). The positive image that substitute teachers gain from their colleagues and community (e.g., positive verbal persuasion, evaluative feedback, proper incentives toward substitutes’ self-perception of efficacy) at the school of religious education persuades them to be confident that they have the skills and capabilities to succeed. Getting attention and hearing positive encouragement from classroom teachers, administrators, students, and parents not only provides a source of positive feeling, but also helps substitute teachers to overcome self-doubt (Bandura, 1997).

Evidence of component physiological, emotional and workshops, faculty meetings, and masses. Physiological and emotional states help individuals to judge their own capabilities and weaknesses while collectively promoting tolerance of pressure and crises. They teach how to adapt and cope with disruptive forces in order to avoid the disposition of failure (Bandura, 1986, 1997). Comfortable physiological sensations are likely to lead people to feel confident in their ability in the situation at hand (Maddux, 2000).

Through workshops, coteaching, and serving as teacher aides, substitute teachers at the study school learn how to respond and emotionally react to their colleagues' positive perceptions and interpretations. They also learn how to show significant correlation, to control their mood, and to create the normative school environment that improves their sense of self-efficacy and avoids their disposition of failure. Compton (2010) expressed the voice of collaboration by reporting teachers repeatedly remarked that having opportunities to connect with other teachers and receive support for reflection are the two most highly requested modes of professional development across all levels of teacher accomplishment.

The organization of education at the study site also meets the theory of Griffin and Moorhead (2010) that seeing the learning organizations as a whole is a central, valued, and integral part of organizational life. The heart of the learning organization is to create opportunities for all employees and other stakeholders to collaborate, to operate, and to examine new ways of solving organizational problems and concerns. Through this process, all staff members and other stakeholders think within a system's framework, with the emphasis on collective inquiry, dialogue, and action. Creating learning organizations could allow developing learning communities in which change is accepted as the norm and innovative practices are embraced.

Positive images about substitutes, using teacher aides, coteaching, and organizing masses for school staff, students, and parents at the school appeared as an efficient application of Bandura's (1997) learning theory based on the demonstration of a reciprocal causality that a strong sense of collective efficacy influences the teacher's self-efficacy beliefs, and a strong sense of self-efficacy also influences the collective efficacy. Maddux (2000) shared Bandura's theory that "accomplishing importance goals in groups, organizations, and societies always has depended on the ability of individuals to identify the abilities of other individuals and to harness these abilities to accomplish common goals" (p. 20). Thus, through individual belief and collective one, school staff members and substitute teachers work together effectively and accomplish their shared goals.

Even if the school of religious education or another school has a positive image about substitute teachers, it is important to notice that it is so hard now to win the argument with the common and negative perception regarding substitute teachers. The findings of this qualitative applied dissertation indicated that substitute teachers play an integral role in the students' classroom experience. Considering this situation, it is probably time that schools take a good look at not only how they treat substitute teachers, but also how well they prepare them to take over classrooms (Education Service Center, 2014; Wisconsin Education Association Council, 2008).

Overview of the Study

The aims of this exploratory case study were to (a) highlight the opinions of administrators, classroom teachers, and substitutes themselves about substitute teachers and (b) investigate the impacts of those opinions or perceptions on substitute teachers and students' learning continuity. The paradox result in this study is that, although the literature review data

pointed out the poverty and failure of substitute teaching in U.S. school systems and its spread throughout the world, this case study revealed an impressive success of substitute teachers' contributions to the study school. In other words, the findings of this study came out with emergent, pertinent, and persistent patterns that were negative perceptions, negative work conditions, and barriers between classroom teachers, administrators, and substitute teachers with negative impacts on them as well as substitute teaching in the literature review; however, the study site's evidence pointed in the opposite direction with an integration of substitutes. The literature review highlighted four major aspects related to substitute teaching profession.

The first relates to the negative perceptions, hard work conditions, and lack of integration. The opinions have recognized substitute teachers as ineffective personnel in the teaching and learning system (Mason, 2012; Sklarz, 2013) whose accomplishments are not valued (Echazarreta, 2011; Kronholz, 2013; Pham-Bui, 2013). Substitutes are not considered as members of the school groups; they are mostly ignored and forgotten in educational debates and are not favorable (Sklarz, 2013; Weems, 2003). Therefore, classroom teachers and school administrators refuse to provide them with "powerful initiatives for the development and exercise of personal control" (Bandura, 1995, p. 1).

Substitute teachers' negative work conditions in the literature review were qualified as bad pay for hard work and a position with low pay, poor training, a lack of benefits, and inadequate professional support (Byrne, 2010; Lewis, 2012; Zubrzycky, 2012). The position also reflects a lack of inadequate resources and lack of supportive atmosphere in which to work. Yet, examining how working conditions predict teachers' job satisfaction or not satisfaction and career plans, Johnson, Kraft, and Papay (2011) found that working conditions were the most important factor in teacher satisfaction: "Teachers who teach in favorable work environments

report that they are more satisfied and less likely to plan to transfer or leave the profession than their peers in schools with less favorable conditions” (p. 5).

Interestingly, the same study went on to make the link between teacher satisfaction and student achievement growth. Compared to others, substitute teachers’ work conditions are the same for any faculty member at the study site. The equity theory prevails for them. The literature review presents substitute teachers who are not integrated into the school system. Most substitutes in the United States felt marginalized and isolated from the rest of school personnel (Jehlen, 2004; Vorell, 2102), and their professional life is on the periphery, away from the dominant group (Dei & Rummens, 2009). Meantime, substitute teachers in the study site are fully integrated.

The second aspect is related to the damaging impacts of the negative perceptions. Based on Bandura’s (1997) theory and due to the school staff’s weak collective efficacy toward substitute teachers that undermines their work and influences their sense of efficacy, substitute teachers perceive themselves as shamed, being bullied in the school system, having their self-esteem hurt (Finley, 2013), and feeling loss of dignity loss of respect from colleagues and students. Their morale is negatively impacted, and their role is changed. All these factors produce unfavorable effects on substitute teachers’ effectiveness (Kronowitz, 2011; Miller, 2012), as well as on students’ learning (Glatfelter, 2006; O’Connor, 2009).

Considering the negative findings regarding substitute teachers and substitute teaching in the literature review, Hartley (1959) found that substitute teachers’ problems come from the complex interaction of all groups and not necessarily the failings of one single group. It implies the sense of correlation self-efficacy and collective efficacy developed by Bandura’s theory. Hartley suggested that, if the problems of substitute teaching have to be solved, it will be through

further investigations of interrelationships among the groups because a substitute teacher does not teach in a vacuum. Therefore, the study of interrelationships of all groups in a school would play an important role to determine the success or failure of substitute teachers and substitute teaching program (Blasé & Blasé, 2001; Brewster & Railsback, 2003; Bryk & Schneider, 2003). In order to professionalize substitute teaching, the following practices are recommended by the National Education Association (2012):

1. To train substitute teachers in some domains, such as classroom management, effective teaching strategies that address a variety of student learning needs and styles, teacher professionalism, and educational laws and issues.

2. To train school administrators and classroom teachers in effectively integrating substitute teachers in school operations such as best practices in recruiting and retaining substitutes, best practices in preparing students for substitution, proper planning and follow-up for substitutes, and use of permanent substitutes.

3. To develop a resource kit for substitute teachers that contains short whole-class critical-thinking activities, independent student activities, and teacher-directed activities and lessons organized by subject matter.

4. To collect data on substitute teachers and practices for managing substitute teachers in participating districts, including information on the demand for substitute teachers, qualifications of substitute teachers, and number and percentage of substitute teachers who receive some form of training prior to entering classrooms.

The third aspect demonstrates the reflections underlining the idea that substitution is not a unique activity in the educational profession. If substitute teachers in the United States in general and the target district in particular are not effective in the continuity of teaching and learning

toward student achievement, it is more about problems of mentality and organization, context and culture of school environments, and systems (Darling-Hammond, La Pointe, Meyerson, Orr, & Cohen, 2007; Mason, 2012).

The fourth and last aspect is about suggestions and wake-up calls for positive change regarding substitute teachers and teaching. Indeed, school staff members' positive attitudes can positively affect substitute teachers and substitute teaching through a productive collaboration between substitute teachers and classroom teachers on one hand and, on the other hand, an effective substitute teachers' program characterized by the best practices in favor of the substitute teaching's quality, effectiveness, and success (Hansen & Childs, 1998; Hart, 2010; Hayes, 2003; Lewis, 2012; Lunay, 2004; Mason, 2012; O'Connor, 2009; U.S. Department of Education, 2000). Everyone who teaches a child should be considered a real teacher and bring real, vetted skills to the table (Flanagan, 2012).

The outcome expectations of the theoretical framework for this present study are important in Bandura's (1997) theory. They shape the decisions people make about what actions to take and which behaviors to suppress. The frequency of a behavior should increase when the outcomes expected are valued, whereas behaviors associated with unfavorable or irrelevant outcomes will be avoided. For example, self-efficacy and collective efficacy applied to this study indicated how substitutes perceive themselves and motivate themselves toward achieving their responsibilities, as well as how school staff members perceive, feel, and motivate substitute teachers toward the performance. According to Pajares (2009), "the development of collective capacity among teachers in school leads to improvements in teaching and learning and decision making in schools which in turn directly impact students learning outcomes" (p. 56). For Hoy (2009), collective efficacy is the perceived collective judgment of teachers as a whole that they

can organize and execute the actions required to have positive effects on students.

Under this angle, substitute teachers at the school of religious education are treated like staff members. Every teacher, including substitute teachers, was provided with the same training, teaching strategies, and classroom-management techniques to ensure classroom success. Also, substitutes are part of the school's managing process that increases collaboration between classroom teachers and substitute teachers and develops a level of professional camaraderie with particular school staff members (Stevens, 2012; Williams, 2010). All teachers are an integral part of the education process, and everybody plays a major role toward students' continuity of learning. Thus, substitutes are effective teachers.

The political integration in the school of religious education is based on a strong leadership that unifies all school staff members and helps them to identify themselves as part of a single family, gain mutual respect, improve communication, and collaboration among peers. As Morett (2007) affirmed, employee involvement is a popular approach to improve organization performance. It moves decision making downward in the organization, so employees can make decisions and solve problems quickly and be close to their source as possible. The integration at the school of religious education helps substitute teachers to gain the knowledge of the school, experiences from their colleagues, and even knowledge of children with difficulties. The political integration helps to produce positive image for all school staff members. It then constitutes a great asset and resource for accomplishing the school's strong vision and mission (Glatfelter, 2006; Hurst, 2014; Maddux, 2000; McClure & Cahnmann-Taylor, 2010).

Perceived self-efficacy also has an important place in Bandura's (1997) theory. Self-efficacy reflects individuals' beliefs about whether they can achieve a given level of success at a particular task (Bandura, 1995). School staff members and students with greater self-efficacy are

more confident in their abilities to be successful when compared to their peers with lower self-efficacy. The school of religious education developed a leadership empowerment of staff competence and satisfaction with positive impacts on students' learning continuity (Heim, 2012; Maddux, 2000; Mizell, 2010). Bandura's theory of self-efficacy emphasizes a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants to how people think, behave, and feel.

The school of religious education's philosophy to foster self-efficacy of teachers is developing an accreditation program that offers them accreditation courses on how to teach and share the Scripture Catechesis Core Course. Potential teachers at the school participated in the Hearts Aflame teacher certification program that increased their understanding of the faith and capability of teaching skills. By demonstrating the importance of self-efficacy theory, Cherry (2014) affirmed that professionals with a strong sense of self-efficacy view challenging problems as tasks to be mastered and develop deeper interest in the activities in which they participate. They also form a stronger sense of commitment to their interests and activities and recover quickly from setbacks and disappointments.

Based on the above discussion, substitute teachers in the literature review are unfortunately lacking the notion of integration with the self-concept as noncompetent and self-perception in a negative way. Their colleagues and themselves create and increase degrees of pessimistic and negativity. Substitute teachers lack self-confidence and power, and they live in a professional state of helplessness. On the other hand, substitute teachers in the study site create and increase degrees of optimism, self-confidence, power, and productivity. They are accountable and in control of the classroom. This success has roots from the efforts of each partner at school (Bowers, 2009).

Therefore, if substitute teachers failed to assume their functions in the school system, classroom teachers, school administrators, students, and district personnel also failed to take active actions regarding the ineffectiveness of substitute teachers and substitute teaching that impair students' learning (Delliger, 2005; Finley, 2013; Wisconsin Education Association Council, 2008). This context commands principals, school and district leaders, and classroom teachers to explore possible avenues to better integrate substitute teachers in the school system and improve students' learning continuity. Substitute teachers need practical programs reflecting best practices within a standards-based educational system, focusing on topics that are essential and that contain accurate information in order to achieve success in their position (Kronowitz, 2011; Reeves, 2010; Rude, 2008).

Classroom teachers failed to have adequate collaboration through effective communication with their substitute (Delliger, 2005), to provide supports (Jehlen, 2004), and to elaborate lesson plans with specific instructions and activities (Lale, 1977). Classroom teachers also failed to prepare and inform the students of their expectations for behavior, cooperation, and work when planned to be absent (Purvis & Garvey, 1993), to go over the substitutes' report, to praise or award cooperative students, and to apply sanctions for those who refused to follow substitutes' instructions.

School administrators failed to offer the substitute teachers authority and adequate tools to carry out their job (McHugh, 1997), encourage, and engage them to reach their potential (O'Connor, 2009). They failed to enhance interactions with the substitute teachers and increase substitutes' confidence to assume their responsibilities and feel as part of the school (O'Connor, 2009). School administrators failed to ensure the development of adequate lesson plans by the classroom teachers, the indispensable packet for substitutes (Reeves, 2010). The entire

administration and school staff must contribute in the way that substitutes can do what they most want to do provide quality, ongoing instruction in the absence of the classroom teacher (Nias, Southworth, & Yeomans, 1994).

Substitute teachers failed if the school administration failed to take adequate actions against undisciplined students when substitutes referred them to office for discipline problems or any reason, commending the respects of students that refrains the interruption of students' learning during classroom teacher absences, and showing great supports to any substitute (Delliger, 2005). Substitute teachers' actions cannot produce positive effects if the schools district does not help them to contribute to the school effectiveness (Bontempo & Deay, 1986).

Substitute teaching failed if the school district failed to offer the development of efficient and effective programs for substitutes, the fundamental training of substitute teachers to create a dynamic substitute teacher pool, and improved the quality of education (Wisconsin Education Association Council, 2008). Therefore, school districts should build strong and efficient collaboration between all workers and offer training that creates a dynamic substitute teacher pool and improves the quality of education because substitute teacher training reduces complaints, increases student learning, and maximizes fill rates. With training, districts can maximize the quantity, quality, and effectiveness of their substitute teachers (Wisconsin Education Association Council, 2008).

Summary of the Findings

The study highlighted the significant differences in the literature review and study site findings (see Appendix D). In spite of the significant differences between the negative findings in literature review and those positive in the study site, it is necessary to emphasize some similarities. The literature review and the study site revealed both negative opinions and

sentiment about substitute teachers. However, in the study site, there are low negative opinions values that produce little negative impact on substitute teachers and students' learning continuity. As far as the professional development, both sides provide their substitute teachers with the professional-development opportunities. In contrast, the literature review pointed out inaccurate and insufficient professional development trainings, so that they cannot have positive impacts on substitutes and students learning.

Implications

The study findings can help school personnel, such as classroom teachers, school administrators, and district leaders, to develop efficient strategies by not only offering pathways of opportunities for substitute teachers, but also continuing supports to improve the substitute teaching and substitute teachers. The positive opinions of school staff and district administrators toward substitute teachers and positive image of substitute teachers within the school in the study showed how the school staff respect substitute teachers and value their teaching activities, how all school staffs are considered as equal colleagues and partners, and how they provide substitute teachers with self-esteem and motivates them to improve their teaching learning skills.

The findings revealed the integration's development that implied an organizational capacity providing a network involving the participation of all school partners. The integration shapes classroom teachers' mind to exhibit positive opinions and attitudes toward substitute teachers, then demonstrate professional relationships with them. The integration molds students' minds to better considerate and cooperate with substitute teachers. The integration helps school administrators to develop programs and strategies that motivate all school personnel to work collaboratively. The integration helps school administrators to support what substitute teachers do and to offer them authority and power not only to execute their job and make their teaching

day successful, but also to assume their charge of continuing the teaching learning.

Family engagement is also an important outcome. The study's findings showed the value of family engagement as a necessary strategy to encourage collaborations between the school community and all school personnel, including substitute teachers, to persuade students to cooperate with substitute teachers. The findings also revealed a contradiction between the literature review and the study site that implies a vibrant call for questions, open minds, and suggestions for change. Thus, it is one of important roads that this study recommends to follow.

Limitations

According to Miller and Salkind (2002), certain factors can jeopardize the validity of the information. A self-report survey assumes that individuals are willing and able to report accurately and honestly (Linn & Miller, 2005; Miles & Huberman, 1994). However, some issues that might affect participants' willingness and ability to respond accurately and honestly could be the response tendency to protect the group to which they belong. Shannon, Johnson, Searcy, and Lott (2002) stipulated that sampling limitations are one of the biggest concerns. In this case study, the setting was indeed a limitation because the study site with a sample size of 30 participants was not necessarily representative of other schools, districts, states, or areas of the United States.

Furthermore, because the study was conducted exclusively in a catholic religious school, the group is not heterogeneous, and the results did not reflect the public school's realities. Therefore, findings related to this study could not be generalized to other school settings or create stereotyped ideas representative of other school sites. Additionally, through reference to other literatures composed in similar topics but in different contexts, the researcher cannot suggest a transfer of these findings to other schools with their specific situations. There are no

absolute answers to substitute teachers' situations in all schools and districts.

However, the insights, experiences, and stories regarding substitute teaching were gleaned and proved to be useful pathways for further investigation. The specificity and complexity of substituting teaching is related to the fact that the status of part-time and long-term substitute teacher does not count toward the number of years required to achieve tenure (Himes, 2013). The vast majority of those who substitute move on to some other employments. Thus, educational administrators must continually restock their pool of substitutes with new, qualified individuals. It is not easy to find 10 or 20 experienced substitute teachers who can make serious suggestions for efficient changes in the substituting system toward the promotion of the educational goals. Every department in the schools has resource teachers, but there are no resource substitute teachers.

The primary limitation may be the researcher's role as a substitute teacher in the public schools and the amount of latitude he was not provided because of his status. Additionally, the researcher served as substitute teacher in the urban area. Therefore, there might be some risk because his favorable opinions about substitute teaching could impact the internal validity of the data analysis. Those limitations could be some weaknesses of the study or may affect the validity of the dissertation's outcomes (Miller & Salkind, 2002; Patton, 1990).

Students' learning continuity was at the center of this study. The students' behavior is so important for the continuity or not of the substitute teacher's classroom activities. Ultimately, their voices need to be heard to better understand the problem. Unfortunately, the surveys and interviews did not include the students because of the state's requirements and difficulties to get parental consent or approval before conducting any study related to minors.

Recommendations

Based on the literature review, many questions are still at hand: Why does incompetent substitute teaching in the school systems with poor instruction go unaddressed during many years? Why are unproductive substitute teachers allowed to remain in the school system? Why and how does the school systems fail to debate the substitute teaching's failure? Is there a culture of indifference about the substitute teaching's quality of instruction? Regarding the process to answer those questions, it is timely to attempt a focused search and report on the literature pertinent to some topics, such as power and production of substitute teachers in the school systems, substitute teachers, and special education students.

The contradiction in this research study (i.e., literature review findings versus survey and interview findings) is the key challenge that motivates and encourages more new studies both in private and public schools regarding substitute teachers and substitute teaching. After all, in matter of the research study, the new findings are only the closing of one chapter (i.e., study) that calls immediately the opening of another chapter. Feola (2009) stated, "Conflict is not only considered as unavoidable in modern research on groups dynamics, it may actually to lead to improved group cohesion." (p. 113). As the findings are about only one urban campus, furthermore, effective methodologies and strategies in this study site may not be equally effective in another. Therefore, more studies on other school sites are recommended. The sample size of 30 participants in the study site was small. The survey needs to be administered to other groups of school personnel at different school settings in order to collect more other data.

The literature also revealed that substitute teachers are looking for fair treatment and their positive image after facing every single day a set of negative experiences. In an attempt to fight some negative stereotyped views, which are abundantly clear as evidence motivating to judge substitutes in the schools, and restore the integrity of the substitute teachers and the efficiency of

substitute teaching system, many studies, professionals, and educational institutes are recommended to suggest more possible solutions. Future research might also be interesting to explore reasons why classroom teachers, school administrators, and other school partners hesitate to implement the recommended suggestions.

Conclusion

Evidences for positive perceptions about substitute teachers with positive effects on students' learning in the study site are demonstrated against negative perceptions about substitute teachers with detrimental impacts on students' learning developed in the literature review. The leadership at the school of religious education has a philosophy and practice of integrated comprehensive services for substitute teachers in the school system. These findings are sources of inspiration. The general opinions and perceptions of the substitute teachers, classroom teachers, and school administrators about substitute teachers at the school of religious education remain positive, and substitute teachers are fully integrated into the school system.

The relationship between school staff and substitutes also remains positive. That means a productive teaching-learning process takes place when substitute teachers take charge of the classroom, and substitute teachers' contributions positively impact students' continuing learning. During the interview sessions, the researcher interacted with school administrators, classroom teachers, and substitute teachers who made him realize they are a professional team that members inspire, treat fairly, and respect each other (Israel, 2003; White, 2003). They provided and are provided support the same trainings and supplies. School administrators, classroom teachers, and substitute teachers are knowledgeable about each other, and substitute teachers are fully integrated into the school system and granted a positive image.

The substitute teachers' integration at the study site produces a positive image of

substitute teachers. When employees showed higher career satisfaction, perceived high meaning, competency, self-determination, and impact from their work, as well as the same when they perceived idealized influence from their leaders, they create interdependence and social motivation with the result to meet their primary goal (Baek-Kyoo, 2013; Johnson & Johnson, 2010; McClure & Cahnmann-Taylor, 2010). The integration at the school of religious education also demonstrates what Heim (2012) called building an integrated and collaborative community of learning.

Heim (2012) believed that “successful schools have leaders who aim to increase the capacity of all staff, from custodians, to office staff, to administrators, to anyone who works in some role to support students—not just teaching staff” (p. 8). The strategies at the school of religious education conform to a stipulation made by the Wisconsin Education Association Council (2008): If any school wants to keep its best substitute teachers coming back or continuously productive, it is fundamental to train them, treat them right, and prepare the school staff, students, and substitutes to be cooperative.

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Appendix A

Evaluation Information for Substitute Teacher

Evaluation Information for Substitute Teacher

Evaluation Form

Name of Substitute Teacher: _____ **Date(s) Substitute Covered:** _____
(this is NOT qualitative)

Grade/Subject: _____ **School:** _____

Section A: Evaluation By School Administrator

RATINGS: 1: Excellent 2: Commendable 3: Satisfactory 4: Needs Improvement 5: Unsatisfactory

(Leave rating line blank if not applicable or not observed)

	1	2	3	4	5
1. Demonstrates punctuality, and reports to assignment on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is neat, professional, and appropriate in appearance and demeanor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows instructions left by teacher and covers lesson plans (if available) or implements alternative learning activities as provided by building administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates clarity in verbal presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adheres to Cambridge School Department and individual school policies/curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates promptness and accuracy with required records and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Relates well and interacts effectively with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cooperates with administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Displays good classroom management skills as per individual school procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Takes appropriate actions regarding student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Uses motivational techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Seeks assistance when necessary and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Takes appropriate steps to ensure student safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Relates well to other staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (If you have checked off 4 or 5 in any of the above areas, please provide suggestions for improvement):

Section B (OPTIONAL): Feedback from Absent Teacher

	YES	NO
1. Lesson plans appear to have been satisfactorily followed.	<input type="checkbox"/>	<input type="checkbox"/>
2. Student work was left for teacher's review in an organized manner		
3. The classroom and materials were left in good condition.		

4. The substitute provided adequate written feedback ☐ ☐

5. Student behavior was appropriately handled (if known by teacher)

If you checked "no" for any of the above, please provide suggestions for improvement.

Teacher's Name: _____ Signature: _____ Date: _____

Administrator's Name: _____ Signature: _____ Date: _____

Substitute's Name: _____ Signature: _____ Date: _____

Evaluation Report

Name of Substitute

Name of Classroom Teacher/Campus

Date(s) of Substitution

Subject/Grade

To be completed by Classroom Teacher

	YES	NO	Comments
Acceptable use of lesson plans			
Class work/assignments collected and left in order by periods			
Sufficient notes left to resume class instruction			
Appropriate disciplinary actions taken and records left for teacher, if needed			
Acceptable handling of records and routines			

To be completed by Administrator

Professional Qualifications

	YES	NO	Comments
Prompt arrival on campus			
Fair treatment of students			
Cooperative with staff members			
Professional appearance			
Acceptable poise and self-control			
Acceptable grammar-both verbal and written			

Check the one rating which most summarizes your general evaluation of this teacher as a substitute.

Good

Fair

Poor

Please, check to remove substitute from this campus site.

If you are requesting that this person not be reassigned to your school, please indicate in the box above and state the reasons for this request in the space below. Please be specific. Use the back of this form if additional space is necessary.

Reason for removal of substitute:

Principal's Signature: _____ Date: _____

Appendix B

Survey

Survey

Dear Participant:

Thank you for taking out time from your busy schedule to complete this survey. Please, do not write your name or other identifying information on any of the study materials. If you have any recommendations that could be improved for the current substitute teacher program in the district, please include them when returning this survey. Again, thank you so much for your input.

I- Opinions about the substitute teachers.

A- Based upon what you have seen, heard, and experienced, please check one category that best describes the students' opinions or attitudes vis-à-vis of substitute teachers. Would you say that the students are:

- Very cooperative with the substitute teachers
- Somewhat cooperative with the substitute teachers
- Neither cooperative nor uncooperative with the substitute teachers
- Very uncooperative with the substitute teachers
- Somewhat uncooperative with the substitute teachers

B- What is/are the consequence(s) of your chosen opinion on students' learning?

- The chosen opinion impacts positively the students' learning.
- The chosen opinion impacts somewhat positively the students' learning.
- The chosen opinion impacts neither positively nor negatively the students' learning.
- The chosen opinion impacts negatively the students' learning.
- The chosen opinion impacts somewhat negatively the students' learning.

C- Based upon what you have seen, heard, and experienced, please check one category that best describes the regular classroom teachers' opinions vis-à-vis of substitute teachers. Would you believe that the regular classroom teachers say the substitute teachers are:

- Very productive
- Somewhat productive
- Neither productive nor unproductive
- Very unproductive
- Somewhat unproductive

D- What is/are the consequence(s) of your chosen opinion on the relationship between the regular classroom teachers and the substitute teachers?

- The chosen opinion impacts positively their relationship.
- The chosen opinion impacts somewhat positively their relationship.
- The chosen opinion impacts neither positively nor negatively their relationship.
- The chosen opinion impacts negatively their relationship.
- The chosen opinion impacts somewhat negatively their relationship.

E- Based upon what you have seen, heard, and experienced, please check one category that best describes the school administrators' expectations when substitute teachers take charge of the classroom.

- The productive teaching learning process takes place
- The productive teaching learning process somewhat takes place
- The productive teaching learning process does not take place
- The substitute teachers just keep control of student behavior

F- What is/are the consequence(s) of your chosen expectation on the school administrators' decisions/supports regarding the substitute teachers?

The chosen expectation impacts positively the school administrators' decisions/supports regarding the substitute teachers

The chosen expectation impacts somewhat positively the school administrators' decisions/supports regarding the substitute teachers

The chosen expectation impacts neither positively nor negatively the school administrators' decisions/supports regarding the substitute teachers

The chosen expectation impacts negatively the school administrators' decisions/supports regarding the substitute teachers

The chosen expectation impacts somewhat negatively the school administrators' decisions/supports regarding the substitute teachers

G- Based upon what you have seen, heard, and experienced, please check one category that best describes the district personnel's expectations when substitute teachers take charge of the class.

- The productive teaching learning process takes place
- The productive teaching learning process somewhat takes place
- The productive teaching learning process does not take place
- The substitute teachers just keep control of student behavior

H- What is/are the consequence(s) of the district personnel's negative opinions on their decisions/supports regarding the substitute teachers?

The described district personnel's expectation impacts positively their decisions/supports regarding the substitute teachers.

The described district personnel's expectation impacts somewhat positively their decisions/supports regarding the substitute teachers.

The described district personnel's expectation impacts neither positively nor negatively their decisions/supports regarding the substitute teachers.

The described district personnel's expectation impacts negatively their decisions/supports regarding the substitute teachers.

The described district personnel's expectation impacts somewhat negatively their decisions/supports regarding the substitute teachers.

II- Collaboration between classroom teachers and substitute teachers.

A- Please, check one that describes the most the collaboration between the classroom teachers and the substitute teachers?

The regular classroom teachers often provide substitute teachers with adequate lesson plans, materials, and information to succeed their instructional activities.

The regular classroom teachers rarely provide substitute teachers with adequate lesson plans, materials, and information to succeed their instructional activities.

The regular classroom teachers often provide substitute teachers with busy work or video.

The regular classroom teachers provide substitute teachers with just a low-level work or previous works.

B- What is/are the consequence(s) of this collaboration on students continuing learning?

The chosen collaboration impacts positively the students continuing learning.

The chosen collaboration impacts somewhat positively the students continuing learning.

The chosen collaboration impacts neither positively nor negatively the students continuing learning.

The chosen collaboration impacts negatively the students continuing learning.

The chosen collaboration impacts somewhat negatively the students continuing learning.

III - School administrators' contributions to improve substitute teaching.

A- Describe how positive or negative do your school administrators contribute to the substitute teachers' tasks in meeting/or not meeting the students' learning needs?

B- What is/are the consequence(s) of this attitude on students' continuing learning?

The chosen contribution impacts positively the students' continuing learning.

The chosen contribution impacts somewhat positively the students' continuing learning.

The chosen contribution impacts neither positively nor negatively the students' continuing learning.

The chosen contribution impacts negatively the students' continuing learning.

The chosen contribution impacts somewhat negatively the students' continuing learning.

IV - District leaders' contributions to improve substitute teaching.

A-How do you feel about the district board's contributions regarding the substitute teachers toward the students' learning continuity?

B-What suggestions do you have to change or improve the district contributions toward the effectiveness of the students' learning continuity?

V- Role of professional development for substitute teachers.

A-Describe how are you satisfied or dissatisfied with the substitute teachers' access to the ongoing professional development in the district?

B-What suggestions do you have to transform the substitutes more professionally for an efficient instructional classroom management?

VI. Closure

A- Overall, what do you see as the biggest impact(s) of the negative opinions about the substitute teachers by the regular staff in the district?

B- Describe how are you satisfied or dissatisfied with the quality of substitute teachers' job in this district?

C-What suggestions do you have for changing or improving the negative opinions about the substitute teachers?

Appendix C

Interview

Interview

1. What word(s) do you call out first when you hear the word substitute teacher?
2. What is/are the effect(s) on students' achievement of having a substitute teacher in a classroom when the regular teacher is absent?
3. What are the most problems that substitute teachers report about the regular staff and students?
4. What are the most problems that regular staff and students report about the substitute teachers?
5. Regular staff and students often ignore substitute teachers in the building. What is/are your opinion(s)?
6. Does your school or district include substitute teachers in any professional recognition?
7. Principals and assistant principals serve from time to time as substitute teachers, evaluate substitute teachers' performance, and provide them with pedagogical feedback. What about those in your district? What is/are consequence(s)?
8. What have been done as professional developments for substitute teachers?
9. Of everything that you describe, what is your overall impression of substitute teachers and substitute teaching?
10. What is your worst experience or story about this district?

Appendix D
Study Concepts and Outcomes

Study Concepts and Outcomes

Concepts	Literature Review	Study Site
Opinions or perceptions of substitute teachers from classroom teachers, school administrators, and district personnel.	Negative	Positive
Methods of collaboration and strategies classroom teachers, school administrators, and district personnel used to enhance substitute teachers' efficacy.	Uncooperative Unsupportive Not partnership Lack of trust	Cooperative Trust in substitutes' values Greater development of partnership Supporting student learning
Professional development provided to substitute teachers in order to improve their teaching learning skills.	Insufficient Discontinue Selective Unproductive	Regularly and to all staff Enhancing substitutes' teaching skills Contributive to professional growth
Substitute teacher's work environment/Conditions	Disruptive Interfere with substitutes' ability to perform their job	Suitable to efforts and to teaching learning improvement
Substitute teachers' feeling	Marginalization Isolation Discrimination	Integration Connection Praise
Impact of Opinions, relationships, methods of professional development and work conditions on substitutes' teaching ability and student learning	Negatively Substitutes are deviated from their primary role	Positively Substitutes maintain students learning continuity